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1893-94

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CHAUNCY-HALL SCHOOL HOUSE,
Copley Square, Boston
(Opposite the Art Museum).

SIXTY-SIXTH
ANNUAL CATALOGUE

OF

Chauncy-Hall School,

No. 593, BOYLSTON STREET (COPLEY SQUARE),
BOSTON, MASS.;

WITH

Sketches of Part of the School Work.

ISSUED MAY, 1894, FOR THE SCHOOL YEAR
1893-1894.

BOSTON :
PRESS OF DAVID CLAPP & SON.

1894. ✓

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Messrs. Ladd & Daniell,

June 13, 1894.

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CALENDAR.

SIXTY-SEVENTH YEAR, 1894-5.

1894.

For May, June, July, and August, 1894, see page 8.

September 10 and 11 (Mon. and Tues.), Examination of candidates for admission, and also of pupils "conditioned" from 1893-94.

New pupils who cannot be present on these days may be examined later or before the close of the summer term.

September 12 (Wed.).....Upper Departments open.

September 19 (Wed.).....Primary Department opens.

October 1 (Mon.).....Kindergarten opens.

October 3 (Wed.).Kindergarten Training Class opens.

Dec. 22 to Jan. 1, inclusive . . Christmas Holidays.

1895.

January 30 (Wed.).....Second half-year begins.

June 4 (Tues.).....Primary Department closes, except for the First Class.

June 7 (Friday).....Kindergarten closes.

June 11 (Tuesday).....Promotion Day. Upper Departments close, except for the Extra Class.

For dates for Abstracts and Compositions, see page 28.

OTHER HOLIDAYS FOR 1894-95.

Saturdays—All legal holidays—Good Friday—the next day each after the Annual Exhibition and after Thanksgiving.

The right is reserved of granting also such other holidays—not exceeding six in number—as may be deemed advisable.

Usually on holidays, from 9 to 1, the house is open to visitors, to suit the convenience of business men. (See next page.)

CALENDAR.

FOR MAY AND JUNE, 1894.

June 5 (Tuesday)	{ Primary Department closes, except for the First Class.
June 8 (Friday)	Kindergarten closes.
June 9 (Saturday)	{ Kindergarten Training Class graduates.
June 12 (Tuesday)	Promotion Day.
June 13	Summer Vacation begins.

CALENDAR FOR THE SUMMER VACATION, 1894.

In the summer vacation, the house will be open as follows :

**After June 12, until July 14, inclusive,
Daily from 9.30 to 1.**

**After August 19,
Daily from 9 to 4.**

It will also be open at any other time in the summer, if a person wishing to enter a pupil will give three days' notice. For full Calendar of the Sixty-seventh School Year, see page 7.

VISITORS.

In term time, except on Saturdays, one of the Principals is usually here from 8.30 to 4. Some teacher is at the School on Saturdays, and generally on other holidays, from 9 to 1. The latter arrangement is made especially for visitors who cannot conveniently call on business days. See pages 80, 81.

INTRODUCTION.

THE very full Index, page 3, is especially designed to make it easy for *parents of children already at Chauncy Hall* to obtain so thorough an acquaintance with the provisions of the School that they may avail themselves of all the advantages offered. See pages 104, 112, 75.

For persons who are not acquainted with the School, a summary of its general principles is given on page 78; and of some of its special advantages on page 21. For their convenience are made the following **Extracts from the Index**:—

Preparation for **Business**, p. 41; for **College**, p. 44; for the **Institute of Technology**, p. 47; **Course without Home Study**, p. 32; **Kindergarten Training Class**, p. 53.

Special Students, p. 67; **Girls**, p. 57; **Children from 9 to 12**, p. 61; **Primary Department**, p. 63; **Kindergarten**, p. 66; **Health**, p. 69; **Studies (List of)**, p. 28; **Tuition (or Terms)**, p. 24; **House open** certain days in **Vacation**, p. 8.

The number of teachers is so large and the supervision so thorough that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

The limited number of teachers in most high schools tends to the neglect of the English studies for the sake of the ancient classics: but this evil is prevented at Chauncy Hall, by having so many classical instructors in proportion to the number of their pupils that the teachers in the English Department are left free to devote themselves to the students who are fitting for the Mass. Institute of Technology or for business, or who are remaining here for general culture without reference to any particular course of life.

SUPERINTENDENTS.

Boys.—In addition to the supervision given by the Principals to the whole school, the boys of each class have their own superintendent, a teacher of experience and skill, whose especial duty it is to know the needs of every boy in that class and his standing in each of his studies ; to inspect carefully all his weekly and examination reports ; and to consult and advise frequently with the other teachers of the class, in respect to the work and progress of individuals and of the class as a whole. To promote unity of action, all the superintendents meet together regularly every week.

The same teacher, so far as is practicable, is continued as superintendent of the same pupils as they advance to successive classes from year to year, to secure the advantages of continuous intimate acquaintance and counsel.

Girls.—The same careful supervision is given to the girls of all classes as to the boys. See page 59.

Arrangements are made for

A COURSE WITHOUT HOME STUDY,

for those whose health requires a great deal of out-of-door exercise and for those who are giving so much time to music that it is not advisable for them to do the full work of the School. See pages 32–33.

SPECIAL STUDENTS

Are admitted to any classes for which they are qualified, under the conditions stated on pages 67, 68. Unusual inducements to such students are offered in

ANCIENT AND MODERN LANGUAGES.

There is no more charge for instruction in several classes in one language than in one class. To secure ample personal attention for each pupil, the language classes are in sections which do not exceed ten members each, and which generally have less.

A POST-GRADUATE COURSE

Is open to Graduates of High Schools and to others of mature age. Many students have been prepared here for professional schools without going through college. See pages 46, 58, 90.

SKETCH OF THE SCHOOL'S HISTORY.

CHAUNCY-HALL SCHOOL derives its name from its original situation in Chauncy Street, then the quiet and retired Chauncy Place, through which carriages could not pass. It was established there by Gideon F. Thayer in 1828, and remained for forty years, when it was removed to Essex Street, to a handsome new building erected purposely for its use. This was destroyed by fire in 1873; and, without the loss of even an hour's session, the School then occupied "John A. Andrew Hall" until the present building was completed for it in 1874. In view of the minute and careful arrangements made in the new quarters for heating, ventilation, and everything pertaining to the health and well-being of pupils, many friends of the School then feared that the thought and expense which these involved would not be appreciated at their true value. Fortunately, however, the contrary has been proved by the steadily large attendance, notwithstanding the numerous excellent schools in the neighborhood, both public and private. The number of teachers has been greatly increased.

Chauncy Hall has been remarkably fortunate in undergoing but few changes in management. This stability has allowed the deliberate test of different plans and methods, with the final adoption of such only as have proved advantageous. At the same time, by the introduction of young teachers, as opportunity has offered, all danger of over-conservatism has been avoided, and the latest advances in scholarship and in methods of teaching have been brought into combination with that mature judgment which comes from many years of service.

CORPORATION AND MANAGEMENT.

THE CORPORATION.

THE *school-house* is owned by an association of graduates, known as the

Chauncy-Hall School Corporation.

<i>Directors,</i>	{	HERBERT B. CUSHING, <i>President.</i>
		GEORGE A. KEELER, <i>Vice-President.</i>
		BENJAMIN W. GILBERT, <i>Treasurer.</i>
		FREDERICK W. G. MAY.
		M. GRANT DANIELL.

All communications relating to the Corporation are to be addressed to Mr. B. W. GILBERT, 7 Exchange Place, Boston, Mass.

THE SCHOOL.

All matters of government and instruction are under the control of a Board of Management consisting of

<i>Principals,</i>	{	WILLIAM H. LADD,
		M. GRANT DANIELL,
		MARY H. LADD.
<i>Associate Principals,</i>	{	OLIVER F. BRYANT,*
		REST F. CURTIS.

The general division of duties among the members of the Board can be found by examining the full list of Superintendents and Teachers on pages 17-19.

Mr. LADD is alone responsible for any debts which the School may incur.

* See page 14.

EXTRACT FROM
THE FIFTIETH ANNUAL REPORT, 1878.

It was from the outset a prominent feature of the School that the manners and politeness of a gentleman should be always insisted on in the daily life and conduct of a school-boy; and an example was afforded in the unfailing courtesy of its founder, Mr. Thayer.

Punctuality, order, neatness, and the other minor virtues were always enforced as necessary qualifications for the student or man of business.

THOROUGHNESS.

No royal or easy road to learning was ever promised to the students of any of the branches taught in the School, nor was any system or amount of teaching guaranteed to do away with the limitations of nature which have made some quick and others slow to learn. It was always impressed on the scholar that, to learn anything, he must labor in proportion to its value, and by no means confine himself to that which he liked to do—a species of intellectual effeminacy destructive of all mental courage and robustness. Though a private institution, the School was never intended to be a refuge for laziness or imbecility; and if any came to it with that idea, or with the intention of having their own way, they were soon undeceived.

SUCCESS OF SCHOOL AND SCHOLARS.

Conducted upon the principles briefly indicated above, the School proved a success. Its numbers varied little and were equal to its accommodations. Several great mercantile crises, when, for a short time, ruin seemed to stare every one in the face, did not affect it; on the contrary, education seemed to be more appreciated and scholars remained longer at school. Its pupils were in demand in the best counting-houses, and could be found in important mercantile positions all over the world, and its graduates have entered college annually since 1834. Neither the mercantile apprentice nor the young student has been sent out with barely the qualifications that would enable him to take the first step, but with tastes and accomplishments calculated to smooth and adorn any career. Upwards of four thousand scholars have received the influence and instruction of the School, thus affording a strong argument in favor of the principles on which it is conducted.

REPORT FOR THE SIXTY-SIXTH
YEAR, 1893-94.

THE most noteworthy event of the year now closing has been the resignation of Mr. Oliver F. Bryant, after a connection with the School for thirty-four years. For the very large number of past members of Chauncy-Hall School who have received his faithful instruction and kindly care, the correspondence in regard to his resignation is copied below:—

To the Principals of Chauncy-Hall School:—

It seems wise for me to follow an example set by the founder of this School, Mr. Thayer, and by his successor in the principalship, Mr. Cushing, in terminating a long connection with it while vigor of body and of mind was unimpaired. Therefore, I request you to accept my resignation as teacher and Associate Principal, to take effect at the end of the present school year.

It is not easy to sunder the official relation and the professional ties which have so long bound me to Chauncy Hall, and have made me a co-worker with its many cultivated and scholarly men and women teachers.

It is not without anticipating a personal loss which will come from relinquishing the mental stimulus to seek improved methods, and the constant aspirations for greater professional attainments and a higher standard of excellence, which come from such associates in school work.

That I have been permitted to have a part in preparing so many graduates of the School for the duties and responsibilities which have since come to them is a source of permanent satisfaction.

That I may share with my associates the well-earned honor and the carefully-guarded fame of an institution that counts among its alumni so large a number who have achieved honorable distinction in business, in civic positions, in the professions, and in other walks of life, is a hoped-for reward of service which is so soon to be ended.

Very respectfully,

OLIVER F. BRYANT.

WOBURN, MAY 14, 1894.

MAY 16, 1894.

DEAR MR. BRYANT:—

Your letter containing the wholly unexpected intelligence that you have decided to withdraw from the position in Chauncy-Hall School that you have held for so many years requires from us something more than a mere official acceptance of your resignation.

In any case, the severance of official and personal relations of long standing may cause a pang of regret and sorrow; but in your case, in which these relations have been invariably accompanied by the highest mutual regard and esteem, and by the greatest respect and admiration on our part for the many qualities of mind and heart that have made you a power for good in the school during all these years, we feel that words are inadequate to express what our hearts prompt us to say.

We appreciate at its highest value your unwearied devotion to the school and its interests. Your ability and faithfulness as a teacher are known not only to us but to the long line of pupils who have passed through your hands.

They, we have no hesitation in saying, would bear unanimous testimony to your wisdom, fidelity, patience, courtesy, and skill. They will look upon Chauncy Hall as not quite Chauncy Hall with Mr. Bryant away, and so shall we.

Please accept from us and from all whom we represent our most cordial good wishes for a serene and happy future.

Faithfully yours,

LADD AND DANIELL.

Early in the morning of March 1, 1894, a fire broke out in the basement of the school-house; but prompt and efficient service from the fire department

prevented its spreading beyond Room 6 on the first floor. As in 1873, when the school-house was totally burned (see page 11), no loss whatever of recitations occurred. In connection with the necessary repairs, the opportunity has been taken for improvements. A room has been fitted up for the "Connecting Class" (between Kindergarten and Primary).

The work in arithmetic, manual-training, and science, for the Seventh, Sixth, and Fifth Classes has been so arranged that these classes have been coördinated to a much greater extent than ever before.

Manual-training (sloyd) has proved very successful. It demands absolute concentration of thought, and develops brain power as well as any of the book studies,—perhaps better than most of them. It gives a control of the mind over the members of the body that is felt in other studies, and becomes a prominent factor in securing self-control. It will well repay parents to note carefully the results aimed at and attained through this new work.

A room has been especially fitted up for the Kindergarten Training Class. The course of this class has been extended to two years. (See page 53.)

A large photograph of Miss Louisa May Alcott from her nephew, Mr. John Sewall Pratt-Alcott, a past member of the School, was received last spring too late for public acknowledgment.

The Annual Exhibition was for the second time held in the school-house, followed by a very pleasant re-union of past members. (See page 109.)

MAY, 1894.

BOARD OF GOVERNMENT AND INSTRUCTION,

MAY, 1894.

ARRANGED, after the first five names, by length of connection with the School. In such changes of Superintendents as become necessary each year by the graduation of classes, arrangement is made, so far as is practicable, for continuing the same teacher as superintendent of the same pupils, for the reason given on page 10.

WILLIAM H. LADD, Principal,

Elocution and English Literature.

M. GRANT DANIELL, Principal, and Superintendent of
Class I. (College and Institute Sections),

Latin, Greek, French, and Vocal Music.

MISS MARY H. LADD, Principal, and Superintendent of
Girls in the High-School classes,

Latin.

OLIVER F. BRYANT, Associate Principal, and Superintend-
ent of Special Students,

Geography, Grammar, Civil Government, and Book-keeping.

REST F. CURTIS, Associate Principal, and Superintendent of
Class I. (Business Section),

Mathematics and Military Drill.

MRS. ABBY F. HARRIS,

English Literature, Elocution, and Calisthenics.

MISS ALICE E. HOLDEN,

Drawing, and Explanations in Mathematics.

MISS MARY A. J. FROTHINGHAM,

Chemistry, Botany, Penmanship, and Arithmetic.

MISS LUCY WHEELOCK, Superintendent of all Kindergarten Work.

MISS JULIA C. CLARKE, Business Assistant.

MRS. MARION ENDICOTT BROWN,

Latin.

MISS EMILY W. COLE,

French.

MISS O. FREDERICA DABNEY, Superintendent of the Girls in the Grammar-School classes,

French, German, Composition, and Reading.

MISS ANNA S. FROTHINGHAM, Superintendent of Classes III. and IV.,

English Literature, Geography, U. S. History, and Grammar.

MISS FLORENCE E. SMITH, Principal of Primary Department.

JOHN F. SCULLY, Superintendent of Classes V., VI., and VII.,
*Mathmatics, History (English and U. S.), and Language
Lessons.*

MAJOR GEORGE H. BENYON,
Military Drill.

MISS EDITH E. FORBES, Secretary.

WILLIAM D. MACKINTOSH, Superintendent of Class II.,
Physics and Sloyd.

FRAÜLEIN HELENE H. BOLL,
German.

MISS GRACE A. WOOD, Kindergartner.

WINFRED S. ROSS,
*Greek, General History (Ancient and Modern), and Compo-
sition.*

FRAÜLEIN HELENE C. MOTSCHMANN,
German (in Primary Department).

MONSIEUR LOUIS RONDELLE,
Fencing.

MISS GRACE L. OTIS, Assistant in Primary Department.

Every day some of the teachers are free from class in order to give individual explanations to any pupils who need them, either for their regular lessons or for assistance toward promotions during the year, which are allowed whenever they would be for the pupil's best interests. This has been a custom of the School for more than twenty-five years. (See pages 104, 87, 61, 113.)

CHILDREN WHO ARE ESPECIALLY BENEFITED

BY

PRIVATE SCHOOLS.

LEAVING entirely out of view those families who prefer private schools to public ones through the whole of school life, there are many cases where a private school,—abundantly supplied with accomplished and faithful teachers,—complements the work of the public schools. The following are some of the cases at Chauncy Hall:—

Healthy, bright children, who wish to make more rapid progress than the arrangements of the public schools allow.

Backward boys or girls who cannot keep up in the public schools, but who are able to do class work here through the great amount of extra instruction for which some teacher is always ready.

Delicate children who cannot study out of school, but who can get a good education by the course described on page 32.

Those who have unusual talent for music, painting, or modern languages, who either take the course last mentioned or come as special students. See page 67.

Graduates of high schools who want one or two years more of general culture. See pages 10, 58, 67, 91.

Children who are peculiarly susceptible to changes of heat and cold, and who need to be where windows are never opened in cold weather and the temperature does not vary. See pages 70, 63.

Parents who are not acquainted with Chauncy Hall, and who are considering the expediency of giving their children a broader culture than can be obtained in the schools which they are now attending, are invited to notice on the following three pages a summary of some facts which are worthy of their consideration.

SPECIAL ADVANTAGES.

The following summary of some special advantages is made for persons unacquainted with the School, who may not have time to read the whole catalogue.

ARRANGEMENTS for ventilation, equable temperature, light, and position, unequalled in any other building of its size. See pages 69-73, 63.

The attention to good manners and business habits ; and the fact that the business education is not confined to Arithmetic and Book-keeping, but gives such broad and general culture as is demanded for a high position in the mercantile community. See pages 41-43, 84-90, 13.

The pains taken to keep parents informed of the time and result of each separate lesson. See pages 79, 100.

The abundant aid furnished to pupils who need extra assistance. See pages 104, 113, 61, 19.

The correct reading, writing, and speaking of the English language, begun at the earliest school age, continued through the entire course, and supplemented by a critical study of the best authors. See pages 45, 84-90.

The arrangement of study for the development of the faculties in natural order, starting from observation. See pages 28–31, 64, 65, 82–83.

The admission of pupils from the Kindergarten age to the age of graduation from the Latin School or the English High School, so that a child may have continuous systematic development, and not be exposed to the great break between the different grades which necessarily takes place in most schools.

The pleasant relations between teachers and pupils.

The courtesies shown by old members to new-comers (see page 131).

IN REGARD TO THE PUBLIC SCHOOLS

it is hoped that no person will suppose that there is intended any disparagement of the admirable work there done. The self-sacrifice, ability, and skill, shown by the great majority of teachers and by a large number of the members of the school boards, should have the profound gratitude of every citizen. But the limitations under which such schools are necessarily conducted are better understood and more keenly felt by the teachers, who are laboring so conscientiously in the service of the State, than by any other persons. The fact that children of teachers and of members of school boards are almost always enrolled among the pupils here is the greatest compliment the School has. In comparison with the public schools, it is believed that Chauncy Hall may fairly present the following points :

ITS RETENTION OF THE TWO GREAT ADVANTAGES

of the best public schools, namely—

Thorough discipline.

The mingling of a large number of pupils, which is so valuable in training children for their future duties as citizens and members of society.

ITS FREEDOM FROM THE DISADVANTAGES

of public schools ;

In the size of classes, particularly in languages. See pages 44, 10.

In the opportunity for beginning languages in the primary classes. See pages 63, 65.

In the small number of branches taken by each teacher. See pages 9, 17, 65.

In making its own regulations, so that it can meet the reasonable wants of individual cases without consulting any higher authority. See pages 67, 32, 112, 113.

In keeping a healthy moral sentiment, not only by the exclusion of scholars of bad character, but by reserving the right of privately dismissing any pupil whose influence seems objectionable, without the necessity of public investigation or of proving any particular offence on his part.

PRIMARY AND KINDERGARTEN.

The attention of parents of young children is called to the arrangements for the Primary Department (page 63) and for the Kindergarten (page 66).

TUITION

For the School Year 1894-95, for Regular Pupils IN THE UPPER DEPARTMENTS.

Payable half-yearly, Oct. 1, 1894, and March 1, 1895.

[FOR tuition in the **Primary** and **Kindergarten**, see pages 65, 67; for **Special Students**, see page 26; and for the **Kindergarten Training Class**, see page 55.]

For days in vacation when teachers may be consulted at the school-house in reference to new pupils, see page 8.]

Grammar School:

Lowest two Classes (VII. and VI.), . . .	\$150.00
Upper two Classes (V. and IV.), . . .	\$160.00
Each language,	\$25.00

High-School Classes:

ENGLISH COURSES, to which one language may be added without charge,	\$200.00
Each additional language,	\$25.00
COLLEGE COURSE,	\$250.00

For the school year 1894-95, no pupil will be received for less than a year,* except that if a vacancy occurs after Nov. 9, it can be filled for the remainder of the school year; the bill for such fractional part of the year to be paid within two weeks after entrance.

Stationery, of all sorts needed for school, and the use of all English class-books, except as specified in the next sentence, \$8.00 a year. In the Literature Course are furnished only Scott's poems for the Third and Fourth Classes, and Scott's "Talisman" for the Third Class, Irving's Sketch Book for the Second Class, and Shakespeare for the First Class.

* If, however, a scholar does not become wonted to the ways of the School by the middle of December, and notice is given before the Christmas holidays, he can be withdrawn at the end of the first half-year; as a discontented scholar may get but little good for himself, and is liable to become a disturbing element in school.

Students in Chemistry and Physics will be charged for the actual cost of materials consumed, and for damage to any implements intrusted to their care.

A fee of two dollars in advance must be paid to the assistant teachers for each *extra* quarterly examination caused by absence for any reason but illness. See page 103.

For reports sent by mail, see page 101.

Damage to furniture will be charged at the actual cost of repairs.

DEDUCTIONS.

In case of absence for more than two consecutive months, caused by illness, one half of the number of whole weeks lost will be allowed on the next year's bill, *provided that* application for such deduction be made before the opening of School in the following September.

When two or more pupils from one family attend, in the Upper Departments, *through the entire year*, a deduction of twenty dollars will be made on the second half-yearly bill of that year for each member of said family in the regular High-School Department, and of fifteen dollars for each member in the regular Grammar-School Department. The same deduction will be made for special students whose bills equal those of regular students.

When a pupil in the regular English course remains two entire years* in a class below the First, twenty-five per cent. of the second year's tuition in English branches will be deducted from the second half-yearly payment for that year.

A large deduction is made to teachers and clergymen, and to officers of the army and navy.

A discount of five per cent. on tuition for the English courses is made on a full yearly bill paid before Sept. 12.

For a FREE SCHOLARSHIP, see page 123.

THE cost of board and rooms in Boston and the neighboring cities and towns varies, of course, according to the means and tastes of individuals; but suitable boarding places may be had for six dollars a week and upward. Genuine *homes* in private families of culture and refinement may be had for ten or twelve dollars. Assistance in obtaining suitable board will be given, if early request is made.

* But this will apply only where notice of staying two years in a class is given before April 1 of the first year.

TUITION
FOR THE SCHOOL YEAR, 1894-95,
FOR SPECIAL STUDENTS.

Payable half-yearly, *invariably in advance*, for such instruction as is given to regular pupils both in and out of class.

On a yearly bill of not less than \$150, five per cent. discount will be made if paid in full before Sept. 12.

YEARLY RATES.

Book-keeping,	\$60.
Business Course, Limited, as on page 43,*	160.
Composition,	7.
" every week,	25.
Drawing,	20.
Elocution (see also Vocal Culture),	60.
Fencing, forty lessons or more,	25.
Geography,	40.
Grammar,	60.
Gymnastics, with Vocal Culture, for girls,†	20.
History, one country,	40.
" several countries,	80.
Languages :—	
Ancient, { Latin <i>or</i> Greek,	100.
{ Latin <i>and</i> Greek,	180.
Modern, { French <i>or</i> German,	80.
{ French <i>and</i> German,	120.
Ancient and Modern, one of each,	150.

*For full mercantile course, see pages 41-43.

†Free to girls whose tuition is not less than \$60 a year.

Literature (English), Reading, and Spelling:—

High-School Course ;

In one class,	\$75.
In two classes,	100.
In all classes,	125.
Shakespeare alone,	50.

Grammar-School Course ;

In one class,	\$50.
In more than one class,	75.

Mathematics, one branch,	60.
“ two branches,	100.
“ three branches,	160.

Military Drill, for boys,*	60.
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Natural Science :

High-School Course ;

Chemistry <i>or</i> Physics,	\$75.
Chemistry <i>and</i> Physics,	125.
Botany <i>or</i> Mineralogy,	30.

Grammar-School Course ;

Each branch,	30.
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Penmanship,	40.
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Sloyd,	40.
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Vocal Culture, with Gymnastics, for girls,†	20.
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For \$250 a year, any studies may be taken that the student can pursue with thoroughness.

Books and stationery on the same terms as for regular pupils. See page 24.

For “Deductions for two or more pupils from the same family,” whose bills equal those of regular students, see page 25.

All the general statements on page 25, unless expressly limited to regular students, apply equally to special students.

A permanent seat, when engaged for a full year, will be reserved for any special student with a yearly bill of not less than \$150. All other special students will occupy such seats as may be temporarily assigned them. See page 68.

For examinations, see page 103 ; and for reports, see page 100.

* Military Drill is free to a special student whose tuition is not less than \$80 a year, provided his attention to Drill is satisfactory. (See page 94.)

† Free to girls whose tuition is not less than \$60 a year.

COURSES OF STUDY.

MANY years of careful observation prove the following to be adapted to any pupil who possesses ordinary ability and good health.

The arrangement is designed to develop the faculties according to nature, by cultivating the powers of observation in the younger pupils, and by deferring to a more mature age those studies that call directly for reasoning. Reading, Writing, Spelling, and Arithmetic receive careful attention *throughout* the school course, so that graduates are fresh in these studies on entering business. For special remarks on Arithmetic, see pages 76-77.

Daily out-of-school study is necessary for regular pupils.

For graduates from the public grammar-schools, a special course of English studies is arranged, when advisable, with the addition of such languages as may be desired.

The manual training has been much increased.

GENERAL EXERCISES FOR REGULAR PUPILS.

*ABSTRACTS OF AUTHORS, by the First, Second, and Third Classes, Oct. 8, Nov. 5, Dec. 3, 1894; Jan. 7, Feb. 4, March 4, April 1, April 29, May 27, 1895. (See pages 89-90, 76.)

COMPOSITIONS, written at home, by all classes except the Seventh—Oct. 15, Nov. 12, Dec. 10, 1894; Jan. 14, Feb. 11, March 11, April 8, May 6, 1895 (See page 114.)

[These dates for compositions indicate but a very small part of the time really given to this important exercise. See pages 91, 84, 45.]

†Declamation (see page 92).

Military Drill for boys (see page 94).

Gymnastics and Vocal Culture for girls (see page 59).

Short Lectures on different subjects (see pages 81, 107).

Vocal Music (see page 112).

Penmanship.

Written Spelling Lessons (see page 112).

Written Defining Lessons.

Drawing (see page 31).

* Not a separate study, but a substitution for the usual reading lesson otherwise due on those dates.

† Assistance in Declamation and Reading can usually be had from 9.30 to 1 and from 2.15 to 4, and often on Saturdays from 9 to 1.

ENGLISH DEPARTMENT.

THE course in English studies of those who are fitting for college varies considerably from the regular English course. The pairs of studies marked in this list by braces are complementary half-year studies.

Grammar School.

SEVENTH CLASS.

Simple work in Common and Decimal Fractions, and in Denominate Numbers, Factoring, Greatest Common Factor, Least Common Multiple, and Percentage.
 Geography, with Map Drawing and Clay Modelling;
 Reading,—Stories from Hawthorne;
 Language Lessons;
 Stories from Mythology and Poetry;
 Natural Science (oral);
 Sloyd.

SIXTH CLASS.

Arithmetic-work of Seventh Class continued; Interest.
 Geography, with Map Drawing and Clay Modelling;
 Readings in United States History;
 Language Lessons;
 Reading;
 Stories from the Iliad and Odyssey;
 Natural Science (oral);
 Sloyd.

FIFTH CLASS.

Arithmetic reviewed; Interest continued; Discount; Compound Interest; Geometrical work.
 { Geography, with Map Drawing;
 } History of the United States;
 Reading,—“School Days at Rugby,” and Selections from Standard Poets;
 Grammar;
 Natural Science;
 Sloyd.

FOURTH CLASS.

Commercial Arithmetic; Algebra begun.
 { History of the United States;
 } Geography, with Map Drawing;
 Reading,—Scott’s Works, and Lamb’s Tales from Shakespeare;
 Grammar;
 Mineralogy and Chemistry (oral).

High School.

THIRD CLASS.

Commercial Arithmetic continued;
 Partial Payments; Proportion.
 Algebra.
 History of England;
 Reading,—Scott’s Works (see p. 86);
 Grammar;
 Botany.

SECOND CLASS.

Arithmetic completed, including the Metric System;
 Algebra completed;
 Reading (see page 86);
 Grammar and Punctuation;
 Ancient History;
 Chemistry.

FIRST CLASS.

Arithmetic { General Review,
 or
 } Business Arithmetic;
 Geometry;
 Book-keeping;
 { Physical Geography;
 } Civil Government;
 Mediæval and Modern History;
 Shakespeare;
 Literature, “College” and General (see page 90);
 Physics.

EXTRA CLASS.

In the Extra Class is taken the final year’s work of those fitting for college (see page 44) and for the Mass. Institute of Technology (see page 47).

A Post-Graduate course in Science and Literature is arranged when required. (See page 91.)

COURSE OF STUDY IN LATIN AND GREEK.

THE numbering in the Latin classes is entirely distinct from that in the English classes. A scholar who intends to go to college is usually ready for the Third Latin Class on entering the Third English Class. At the same time, it is generally best to begin Greek (if Greek is to be taken).

Latin.

Greek.

FIFTH CLASS.

Collar & Daniell's Beginner's Latin Book. |

FOURTH CLASS.

Beginner's Latin Book, finished;
Viri Romæ;
Exercises. |

THIRD CLASS.

Cæsar's Gallic War, four books; Daniell's Exercises in Latin Composition, Part I.	Goodwin's Greek Grammar; Greek Lessons; Moss's Greek Reader.
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SECOND CLASS.

Vergil's Æneid, four books; Daniell's Exercises, continued.	Greek Lessons, finished; Goodwin's Greek Reader.
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FIRST CLASS.

Vergil's Æneid, two books; Cicero, four orations; Exercises, Part II.; Cæsar at sight; Nepos.	Greek Reader; Xenophon's Hellenica, for sight-reading; Woodruff's Exercises.
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EXTRA CLASS.

Cicero, four orations; Vergil, four or five books; Exercises, Part II.	Herodotus, and Homer's Iliad, four books; <i>or</i> Homer's Iliad and Odyssey, six books. Exercises.
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TIME FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed in September, and the course of preparation for college occupies six years. This time may be shortened when the age and progress of the pupil permit. It is most advantageous for pupils

to join the Fifth Latin Class when they enter the Fifth Class in English studies. Pupils intended for college lose time in preparation, if their Latin is begun later. A Latin class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the beginning of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are short. Those who take up Latin in February should do so when in the Sixth Class in English studies. When Greek is taken, it should usually be begun at the end of the second year of Latin.

MODERN LANGUAGES.

Classes in French and German are usually formed in February and September; in Spanish or Italian, whenever four pupils, or as many as will meet the expense of instruction, desire to begin.

DRAWING.

Drawing is taught in all grades. A study is made of the Elementary Forms, in geometric drawing and in working drawings; of the appearance of objects, embodying the principles of Perspective; and of Decoration, in connection with which the pupils copy designs and make arrangements of their own. The upper classes give some attention to architectural ornament and to the styles in architecture.

There is some drawing from objects in each class; and in connection with the study of Form, models are made from paper.

Free admission to the Art Museum, on any day when it is open, is furnished, under proper conditions, to scholars interested in art-studies; and tickets have been supplied this year, as for several years past, for the exhibitions of the Art Club.

SPECIAL COURSE
REQUIRING LITTLE OR NO HOME STUDY.

THIS course is designed particularly for

CHILDREN IN DELICATE HEALTH,

but it is also earnestly recommended for young pupils who are giving

ESPECIAL ATTENTION TO LANGUAGES,

and for those of any class who require much

TIME AT HOME FOR MUSICAL INSTRUCTION,

and for the

UNUSUALLY HEEDLESS CHILDREN

mentioned on page 106.

A wise request for fewer hours of study is often made in behalf of children too delicate or too young to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It would be disadvantageous for them to be allowed to do poor work in all the different studies to which the robust majority of the class are able to attend; while to keep them more than a few years under governesses or private tutors might deprive them of that form of development which comes from association with other children. Thus their education is often a difficult problem. The large number of teachers in this school, and the general arrangements, offer to this class of pupils the opportunities they need; and the great number of families that have availed themselves of the arrangement shows that it is supplying a frequent want. It is known in school as the

“Two Years’ Course.”

This is managed as follows:—When parents find the full work of a class too much for their child, they send a note stating that they wish

the child to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies; the next year, he reviews what he has been over and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority; because the parents' letter is read to the class at the time of its receipt, and the whole matter is thoroughly understood. The youngest scholars know the difference between the action of the parents on account of health, and a decision of the teachers on account of idleness. This two-years' course is taken this year by some members of nearly every class in school.

If a large proportion of the scholars were unable to do ordinary school work, they might possibly have a depressing influence on each other; but as the very large majority of the scholars are in excellent health, the delicate ones have the enlivening influence of the active young life around them, while, at the same time, there are enough of their own kind to prevent loneliness.

For prizes in this course, see page 123; and for deduction in terms, see page 25.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students. (See page 67.)

These two systems meet the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work.

PRIMARY AND KINDERGARTEN.

The attention of parents of young children is called to the arrangements for the Primary Department (page 63), and for the Kindergarten (page 66).

PUPILS.

YEAR 1893-94.

KINDERGARTEN TRAINING CLASS.

ONE YEAR COURSE.

Lilian Hutchinson Allen, . . .	Salem.
Lucy Parkhurst Allen, . . .	Greenfield.
Sarah Flavilla Allen, . . .	No. Ferrisburgh, Vt.
Agnes Mary Andrew, . . .	Lawrence.
Nora Atwood,	Canton, N. Y.
Mary Frances Blaisdell, . . .	Natick.
Eva May Bryant,	Ludlow, Vt.
Antoinette Louise Canfield, . .	Pittsfield.
Constance Josephine Cushing, .	Boston.
Ida May Daggett,	Danforth, Me.
Mary Rosalie Dooling,	Brighton.
Alice Rebecca Eliot,	Cambridge.
Mrs. Etta Durst Ellsworth, . . .	Boston.
Loessa Clewley Ford,	Roxbury.
Mrs. Mary Stone Gregory, . . .	Winchester.
Julia Esther Hall,	Westford.
Grace Phillips Hatch,	Marshfield.
Cora Mary Herrick,	Peekskill, N. Y.
Wilhelmina Humbert,	Pulaski, Va.
Katherine True Jones,	Fayette Corner, Me.
Ellen Reed Mead,	Winchester.
Mary Ely Page,	Boston.
Helena Pearson,	Whitman.
Annie Elizabeth Pousland, . . .	Salem.

Marion Eliza Prior,	. . .	Woodstock, Vt.
Edith Amy Redfield,	. . .	Omaha, Neb.
Elizabeth Farris Rogers,	. . .	Marshfield Hills.
Kate Stearns,	. . .	Brookline.
Bessie Dow Taylor,	. . .	Springfield.
Ethel Gertrude Trask,	. . .	No. Cambridge.
Harriet Walker,	. . .	Burlington, Vt.
Sallie Warner,	. . .	} Canaan-four-corners, N. Y.
Maude Arlie Wells,	. . .	
Isabelle Wilkins,	. . .	Salem.

 TWO YEARS' COURSE.

Mary Adelaide Bailey,	. . .	Claremont, N. H.
Catherine Rockwell Barnes,	. . .	Boston.
Mary Hancock Batchelder,	. . .	Salem.
Anna Frances Berry,	. . .	Andover.
Katharine Latimer Burrill,	. . .	Wellesley.
Mary Louise Chapin,	. . .	Auburndale.
Sarah Elizabeth Goddard,	. . .	Worcester.
Bertha Vesper Jameson,	. . .	Wollaston.
Alice Warren Leonard,	. . .	North Attleboro'.
Emma Lawrence McCully,	. . .	Calais, Me.
Mrs. K. R. A. Ogden,	. . .	Indian Territory.
Fannie Bell Robson,	. . .	Wellesley Hills.
Carrie Ella Rhodes,	. . .	Lisbon, Me.
Alice Kelly Townsend,	. . .	Waterville, Me.

 GRAMMAR AND HIGH SCHOOL DEPARTMENTS.

David Abrams,	. . .	Boston.
George Wendell Adams,	. . .	Kingston.
Rosalind Lutheria Adams,	. . .	Boston.

Ethel Eaton Atkins, . . .	}	Newton Highlands.
George Edwin Atkins, . . .		Ayer.
Alfred James Atwood, . . .		Arlington.
Mabel Grace Bacon, . . .		Somerville.
Mary Grace Bardwell, . . .	}	Jamaica Plain.
Florence Marie Barry, . . .		Chelmsford.
Joseph Eayrs Barry, . . .		Easton.
Clay Cooper Bartlett, . . .		St. Louis, Mo.
Henry Clifford Belcher, . . .		Hopkinton.
Henry Taylor Brantly, . . .		Somerville.
Elton Gleason Brewer, . . .		Boston.
William Percival Brine, . . .		"
Mary Frances Brooks, . . .		New York, N. Y.
Miles Elijah Brooks, . . .		Cochituate.
Luenna Pearl Butler, . . .		Boston.
Charles Francis Chessman, . . .		Winthrop.
Howard Clapp,		Newton Centre.
Stuart Harold Clapp,		Cohasset.
Wilbur Alden Coit,	}	Roxbury.
Robert Louis Cushing,		Lynn.
Elizabeth Porter Daniell,		Stoughton.
Lucy Catherine Daniell,		Roxbury.
Ethel Linwood Dearborn,	}	Somerville.
Hubert Stearns Dennie,		New York, N. Y.
Phonie Isabelle Derome,	}	Boston.
Henry Drouet,		Canton.
William Charles Drouet,	}	College Hill.
Walter Crozier Duff,		Brookline.
Ernest Victor Emmes,		Lowell.
Louis Eugene Emmes,		Boston.
John Endicott,		Newton Centre.
Ethel Lincoln Fay,	}	Boston.
Margaret Fay,		Newton Centre.
Herbert Hart Flagg,		Boston.
Charles Williams Fletcher,		
Marian Bartlett Forbes,		
Bertha Elizabeth Gay,		
Joseph Norman Gilman,		

Clovis Glycerio,	São Paulo, Brazil.
Emily Augusta Goldsmith,	Cambridgeport.
Percy Freeman Goodwin,	Winchester.
William Fales Hathaway, Jr.,	Weymouth.
Ralph Mahon Henderson,	Johnstown, Penn.
Effie Heywood,	Boston.
Sumner Pearmain Hinckley,	Chestnut Hill.
Ernest Stockbridge Hodges,	} Newton Centre.
William Joseph Hodges,	
Gilbert Hodges, Jr.,	Medford.
Roderic Seymour Holt,	Boston.
Joseph Nye Howes,	East Dennis.
Ellen Marion Huntington,	Boston.
Karl Isburgh,	Melrose.
George Carlton Cheney James,	Boston.
Ethel Munroe Keeler,	} “
Jeanne Louise Keeler,	
Ethel Kissam,	New York, N. Y.
Arnold Lawson,	Winchester.
Harry Otis Litchfield,	Cambridge.
Harry Franklin Lovering,	Somerville.
Roger Mackintosh,	Arlington.
Robert Burns Main,	Hyde Park.
Katie Maud Mann,	Cambridgeport.
Harry Hale Marshall,	Jamaica Plain.
Albert Sinclair Marston,	Allston.
Hattie Mabel Martin,	Dorchester.
Sadie Woodbury Martin,	Lynn.
Emma Frances McArthur,	Somerville.
Laurie Raymond McKay,	Rockland.
Leslie Walker Millar,	Boston.
Guy William Mitchell,	W. Roxbury.
Morton Churchill Mott-Smith,	Boston.
Harry John Murphy,	Charlestown.
Harry Leonard Nason,	Boston.
Harry Wells Palmer,	Hyde Park.
William Everett Patten,	Hopkinton.
Ella Spofford Paul,	Boston.

Louis Kittson Paul, . . .	Boston.
Anson William Porter, . . .	Roxbury.
William Francis Porter, . . .	Lynn.
Nathaniel Dwight Rand, . . .	Boston.
Lee Burgess Raymond, . . .	Conneaut, Ohio.
Thomas Pendleton Robinson, . . .	Driftwood, Penn.
Alice Irene Buell Roney, . . .	} Brookline.
William Wheeler Roney, . . .	
Ernest Frank Russ, . . .	} Boston.
Percy Plumer Russ, . . .	
Paul Drummond Rust, . . .	Eau Clair, Wis.
Gertrude May Sanders, . . .	Boston.
Clara Indiana Samson, . . .	No. Cambridge.
Allston Sargent, . . .	So. Brewer, Me.
Fred James Sims, . . .	San Francisco, Cal.
Charles Fox Simpson, . . .	Somerville.
Herbert Lincoln Smith, . . .	Everett.
Maurice Grivot Sollers, . . .	Boston.
Thomas James Sullivan, . . .	Newton Upper Falls.
Carl Stone Stearns, . . .	Cambridge.
Edward Earle Swain, . . .	Boston.
Florence George Taylor, . . .	Roxbury.
Robert Milton Tenney, . . .	Georgetown.
Brackett Kirkwood Thorogood, . . .	Cambridgeport.
William Henry Tierney, . . .	Boston.
George Francis Tripp, . . .	} Dorchester.
Rebecca Vose Tripp, . . .	
George Ellsworth Turner, . . .	Somerville.
William Underwood Tuttle, . . .	Hyde Park.
Fred Henry Twombly, . . .	Newton Centre.
John Paul Tyler, . . .	Chelsea.
Ethan Rogers Underwood, . . .	Newark, N. J.
Ida Frost Upham, . . .	Boston.
Blanche Everett Ware, . . .	Brookline.
Abbott Reed Webber, . . .	Bedford.
Henry Edmund Webster, . . .	} Boston.
Katharine Howard Webster, . . .	
William Wendte, . . .	

Richard Willis White, . . .	Portland, Me.
Katharine Aldrich Whiting, . . .	Boston.
Julia Anna Whitten,	Hyde Park.
Alexander Brownell Wilbor, Jr., . . .	Boston.
Edward Harrison Wilkins,	Marblehead.
Jacob Wirth,	Boston.
Percy Warren Witherell,	"
Hasket Wood,	Cambridge.
Mina May Woods,	"
Florence Clarissa Woodward,	Roxbury.
Louise Beaumont Wootton,	Croydon, England.
Martha Adaline Wyman,	Hyde Park.

 PRIMARY DEPARTMENT.

Reed Adelbert Albee,	Boston.
Agnes Walker Auld,	Havana, Cuba.
Edith Louise Bond,	} Boston.
Mildred Mary Bond,	
Harry Homer Cobe,	Allston.
Charlton Dows Cooksey,	} Irvington-on-Hudson, N. Y.
Thomas Edward Cunningham, Jr.,	
Ida Taft Eastman,	Cambridgeport.
John Rae Gilman,	Boston.
Leon Green,	"
Hazel Brooks Hemman,	"
Hazel Brooks Hemman,	Roslindale.
Mabel Mungean Hunt,	} Dedham.
Willoughby Mungean Hunt,	
Robert Johnson, Jr.,	Boston.
Thomas Henry Johnson,	Roxbury.
Walter Monroe Knowlton,	Boston.
Alice Ladd,	} "
Amelia Ladd,	
Lucretia Elizabeth Little,	} "
Natalie Alma Little,	

John Wallace Mitchell, . . .	Winter Park, Fla.
Ward Edgerly Pearson, . . .	New York, N. Y.
William Baker McNear Rand, .	Boston.
Helen Olivia Reed,	Allston.
William John Sanders,	Boston.
William Emil Tarbel,	Newton Highlands.
Emily Eustis Treadwell, . . .	} Boston.
Helen Tilden Treadwell, . . .	
Marguerite Langdon Treadwell,	
Barbara Viles,	“
Elisa Marie Wirth,	“

KINDERGARTEN.

Gladys Durell Atkinson, . . .	Boston.
Donald Clinton Barton, . . .	“
Howard Blume,	“
Agnes Minta Cordley,	Roxbury.
Freeman Conant Doe,	So. Newbury, Vt.
Katherine Mary Evans,	Boston.
Laura Whittemore Gilman, . . .	“
Harris Hunt Gilman,	“
Bertha Hartshorn,	“
Glenn Ferguson Mitchell, . . .	Winter Park, Fla.
Madeleine Tinkham,	Boston.
Hathaway Watson,	} “
Lester Watson,	
Marie Annabel Webb,	“
Marjory Kettelle Wilkinson, . .	} “
Hester Sumner Wilkinson, . . .	

Whole number of Pupils, 224.

PREPARATION FOR BUSINESS.

THE School tries to prepare its pupils for *practical business life*; but it uses that term in a broad and generous meaning. It aims in its commercial preparation to send out young men of cultured minds, correct habits, and good manners.

The high position of Chauncy men in the mercantile community is partly owing to the fact that, throughout their school course, close attention was paid to the things that are imperative for business success.

They had been taught to write a neat and legible hand; to be proficient in business arithmetic; to speak and read English well; and to write good English.

But the graduates of this school have gone to their employers not only with a careful training in these indispensable matters, but also with minds sufficiently cultivated in various ways to enable them to comprehend easily the new duties upon which they entered; with good habits to gain the confidence of their employers; and with the manners of gentlemen to win the favor of other persons with whom they were brought into contact. In short, they had left school *qualified to begin* their work.

Pupils at Chauncy Hall who are intending to take a high position in business life not only have a thorough

preparation in the elementary studies, but are also well grounded in Natural Science, English Literature, Modern Languages, and Ancient and Modern History. In English Literature, they usually take the full course required for admission to Harvard University, as described on page 90.

The instruction and discipline of the School aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy.

There is great flexibility in the school regulations, by which work may at the outset be adapted to the individual needs of each pupil, or modified at any time that it may seem best. But all the arrangements and requisitions of the School are such as to cultivate the important habits of **punctuality, regularity, and precision**. Every day has its fixed and certain exercises, which recur with unvarying strictness: and it is soon understood by pupils, whatever may have been their previous habits, that an appointed day and hour do *not* mean "the next" day or hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and other written exercises are required and demanded, engagements are made and kept, with a regularity that is found to be practically unfailing. This precision appeals to the instinct of order that exists in every human being, and helps to develop it sufficiently to resist the temptations and obstacles that are often allowed to smother it; and it gives the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of many other matters in which exactness and precision are elements, and which go to make up those business habits which are of such importance both to the individual and to his friends. Written copies and exercises are expected to be correctly dated; compositions, etc., to be properly folded and superscribed; weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of school life must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and to the comfort of his employers and associates than any one accomplishment or branch of learning. In a Report of the Institute of Technology, President WALKER well says:

“In practical business life, success is to be gained far less by talent or acquirement than by promptitude, by punctuality, by industry, by self-respect, and by strict attention to duty.”

Some remarks on business matters in the foundation and growth of the School will be found in the extract from the “Fiftieth Annual Report” on page 13, and in Mr. CUSHING’S “Parting Words” on page 129. As good health is indispensable for success in business, attention is invited to pages 69–73.

Parents are reminded that the building is in a part of the city where there are no temptations to lead a student into bad habits.

For students who cannot afford time for the full mercantile course, which is always to be preferred when practicable.

A LIMITED BUSINESS COURSE,

thorough so far as it goes, has been established at very low rates. It consists of Book-keeping, Arithmetic, Spelling, Composition, Penmanship, and Military Drill (see page 94). The lectures mentioned on pages 81 and 107 are also open to them.

PREPARATION FOR COLLEGE.

CHAUNCY HALL takes great pride in the long list of graduates whom it has prepared for college during the past sixty years. The experience and success of the teachers in charge of this department authorize us to ask the careful attention of parents who are intending to give their children a collegiate education.

One means of this thorough preparation is the small size of the classes in ancient and modern languages. If a pupil is in a large class, he cannot receive sufficient help in his efforts to master the difficulties of a foreign language; and if he is entirely under the care of a private tutor, he loses the drill and development that can be obtained only by contact with other scholars of his age.

The arrangements here aim to *combine class work with private instruction*. The Latin classes, for instance, are in sections that seldom have over ten members each; so that every scholar receives a great deal of personal attention.

From the outset, the endeavor of the teacher is to make the study of Latin and Greek interesting, and therefore agreeable. The necessary drudgery involved in learning the etymology of these languages is relieved by bringing the forms of words into constant use in the building of sentences both oral and written. The rules of syntax are taught inductively, by observation and comparison, no mere memorizing of rules

being allowed before the principles involved are seen in their application and clearly understood. A comparison of the idioms of the foreign language with those of the mother tongue is made at every step, and a large number of phrases involving differences of idiom are through constant practice securely lodged in the memory. Believing that the best fruit of practice in translation is the facility it gives the pupil in the use of his own language, we insist strenuously upon having all translation done in idiomatic English, and always the best English that the pupil, aided by the teacher, can command. A literal, word-for-word translation is often necessary, especially for beginners, to enable them more easily to get the drift of a passage, and to make sure that there is no hap-hazard guessing at the meaning; but this is always followed by a rendering into *good English*.

"Reading at sight" is practised from the earliest possible moment, and continued to the end of the course. After the pupils have acquired a pretty extensive vocabulary, they are required from time to time to prepare their lessons—as completely as may be—without using the lexicon. This is to teach self-reliance and the avoidance of what is too apt to become a slavish dependence upon the lexicon. The effort to get at the meaning of the words from their derivation and context tends to sharpen the wits and to induce the habit of close and accurate thinking. As the pupil increases in the ability to grasp the author's meaning quickly and surely, his enthusiasm increases, and he finds more and more pleasure in the work.

The same careful preparation is made in the **English literature** required for college; for which see pages 89 and 90.

The well-equipped chemical laboratory and cabinet of philosophical instruments afford all needed facilities for the experimental study of physical science, according to the recommendation of the Harvard Faculty.

Extra help on difficult points may be obtained out of recitation hours.

Girls fitting for college here take the same course as boys, and join the same classes. (See page 60.)

PREPARATION FOR PROFESSIONAL SCHOOLS.

STUDENTS wishing to enter professional schools without going through college can join the classes already formed, and receive the same attention and training as those who pursue the full college course. . Many young men have already availed themselves of this advantage and have entered several of the *leading law and medical schools*.

PREPARATION FOR THE MASS. INSTITUTE OF TECHNOLOGY.*

THIS School makes a specialty of preparing scholars for the Institute, and aims to fit its candidates so thoroughly that they will not be weighed down by having to make up deficiencies after entering. During the last two years of the course, all their studies are arranged with main reference to preparation for the Institute: and during the last year they are taught in most subjects in a class by themselves, so that the closest attention can be given to the studies demanded for their entrance examination.

The large number of teachers gives a great advantage over most High Schools; as in those, the small corps of instructors usually have their hands already full with the preparation of pupils for college and for business. Here, those students who wish to go to the Institute have that special attention which is needed to enable them not only to enter with credit, but also to grapple successfully with the severe work which comes to them during their first year after entrance.

“To the student the importance of thorough preparation is great; since the character and amount of instruction given in the school from the outset leave little opportunity for one imperfectly fitted, to make up deficiencies, and render it impossible for him to derive the full benefit from his course, or perhaps even to maintain his standing.”†

* For preparation for College, see page 44; for Business, page 41.

† From the last Institute Catalogue.

Reference is made to the President and Faculty of the Institute concerning the success which for many years has attended the candidates presented by this school.

When a pupil in the lower classes is intended ultimately for the Institute, it is better to give notice of this as early as possible; because the course varies somewhat from that pursued by the scholars who are fitting for a mercantile career, or who are seeking general culture, in that French or German is required. The modern language should be studied at least two years. A longer time would be better.

While the minimum age for entering the Institute is seventeen years, the Institute Faculty advise "that it is generally for the ultimate advantage of the student not to enter under the age of eighteen years." This maturity of age gives opportunity for that thorough preparation that can be made only by faithful work extending over sufficient time. Many scholars have remained here another year after completing the regular course of preparation; and some have done so even after having passed the entrance examinations without "conditions."

The Institute Class, besides the studies required for the Institute, will take such of the General Exercises of the School (see page 28) as, in the judgment of the teachers, time will permit. This is in accordance with the aim which the School has long kept in view, to give its Institute candidates as liberal a preparation as their special work will allow. It accords also with the following quotation from the Institute catalogue of 1892-93 :--

"It should be borne in mind by the student purposing to enter the Institute that the broader his intellectual training in any direction, and the more extensive his general acquirements, the greater are the advantages he may expect to gain in his future course."

Thorough instruction in Latin and Greek may be had when desired. (See page 52.)

As Military Drill is part of the regular course at the Institute, the preliminary practice obtained at Chauncy Hall (see page 94) not only lightens a student's work in the first year at the Institute, but also assists him to gain early a feeling of ease among his fellows, and greatly increases his opportunities for becoming an officer in the Institute battalion. (See page 98.)

As to the care of health, parents are invited to read pages 69-73.

The requirements for a diploma for members of the Institute Class will be found on page 116.

Requirements for Institute.—So many letters are received here every year asking for the requirements for admission to the Institute that the following statements are taken from the last Institute catalogue :

The requirements in the various subjects are as follows :

1. *Arithmetic.*—Ratio and proportion; common and decimal fractions; percentage; metric system of weights and measures; square root. Much importance is attached to a thorough knowledge of the essentials of the metric system of weights and measures.

2. *Algebra.**—Fundamental operations; use of parentheses; factoring; highest common factor; lowest common multiple; fractions, simple and complex; simple equations, with one or more unknown quantities; involution of monomials and polynomials; evolution of monomials and polynomials and the cube root of numbers; the theory of exponents, with applications; radicals, including rationalization, imaginary quantities, properties of quadratic surds, square root of

* See also page 50.

a binomial surd, and solution of equations containing radicals; quadratic equations; equations in the quadratic form; simultaneous quadratic equations; ratio and proportion; arithmetical progression; geometrical progression.

3. *Plane Geometry*.—As much as is contained in the first five books of Wells's, Chauvenet's, or Wentworth's *Geometry*. Much importance will be attached to the applicant's ability to demonstrate original exercises.

In June, 1894, and thereafter, applicants will be required to pass an examination in Solid Geometry or in Advanced Algebra. It is the intention of the faculty to require both of these subjects at no distant date; and provision will be made for applicants now offering both.

The detailed requirements in these subjects will be as follows:—

In *Advanced Algebra*:—Inequalities; interpretation of $\frac{a}{\infty}$, $\frac{\infty}{a}$, and $\frac{0}{0}$; solution of equations by factoring; theory of quadratic equations; factoring of quadratic expressions; variation; harmonical progression; proofs of the binomial theorem for positive integral and for any exponent; expansion of negative and fractional powers of a binomial; determination of any term in the expansion of any power of a binomial; extraction of any root of a number approximately by the binomial theorem; definitions of convergent and divergent series; the theorem of undetermined coefficients, with applications to the expansion of fractions, to the expansion of radicals, and to the separation of a fraction into partial fractions when the denominator can be expressed as the product of factors of the first or second degree; permutations and combinations.

In *Solid Geometry*:—The usual theorems contained in text-books on solid geometry, with the exception of theorems relating to similar polyhedrons and regular polyhedrons. The application of the above to numerical examples in mensuration as follows: lateral areas and volumes of regular prisms; surfaces and volumes of rectangular parallelepipeds; lateral edges, lateral areas and volumes of regular pyramids, and of

frustums of regular pyramids; volumes of truncated triangular prisms; areas of spherical polygons; volumes of spherical pyramids; lateral areas, total areas, and volumes of cylinders, cones, and frustums of cones; areas of zones; volumes of spherical sectors; areas and volumes of spheres; volumes of spherical segments.

4. *Modern Languages, either French or German:—*

French.—(1) Proficiency in elementary grammar, to be tested by translation of easy English into French, or by direct questioning on the following topics: Inflection of nouns and adjectives for gender and number, excepting unusual cases; “pronominal adjectives;” the forms and position of pronouns, especially the personals; the partitive constructions; the inflection of the regular and of the more usual irregular verbs, such as *dire*, *faire*, and of the classes represented by *ouvrir*, *sentir*, *venir*, *paraître*, *conduire*, and *craindre*.

(2) Ability to translate simple prose at sight, to be acquired by the reading of not less than two hundred and fifty duodecimo pages from at least two dissimilar works.

Candidates not prepared in French may substitute German, in which the requirements will be:—

German.—(1) Proficiency, to be tested as for French, in the following topics of elementary grammar: Declension of readily classified nouns, of adjectives, and of pronouns; conjugation of the weak and of the more usual strong verbs; simple cases of word order.

(2) Ability to translate simple prose, to be acquired by the reading of not less than two hundred duodecimo pages from at least two dissimilar works.

NOTE.—Candidates prepared to pass both French and German at the entrance examination will find it advantageous for their subsequent work at the Institute to do so.

5. *English.*—The requirements in English are included within the limits of those prescribed for entrance into the New-England colleges.

(1) The candidate will be required to write, in an hour, on some subject already familiar to him, a short English composition,—correct in spelling, punctuation, grammar, idiom, and division into paragraphs, and plain and natural in style. He will be judged by how well he writes, not by how much he writes. For convenience, and in order that the candidate may be acquainted with good models of style, the subjects will be taken from one or more of the following books, *with all of which the applicant is expected to be familiar*:—

For 1895: Shakespeare's Merchant of Venice and Twelfth Night; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas; Longfellow's Evangeline; the Sir Roger de Coverley Papers in the Spectator; Macaulay's Essays on Milton and Addison; Webster's first Bunker Hill Oration; Irving's Sketch Book; Scott's Abbot.

(2) The candidate will also be required to correct specimens of bad English set for him at the time of the examination.

6. *History*.—Preparation in either United States History or Ancient History may be offered. In the former subject, a thorough acquaintance with the history of the Thirteen Colonies and of the United States down to the present time is required. In the latter subject, the requirement covers the history of the early world down to the fall of the Roman Empire in the West.

Students will find their progress in physics and chemistry promoted by making themselves thoroughly familiar with the elements of physics, * * * preferably by pursuing an elementary course in physical laboratory work.

A knowledge of the Latin language is not required for admission; but the study of Latin is strongly recommended to persons who purpose to enter the Institute, as it gives a better understanding of the various terms used in science, and greatly facilitates the acquisition of the modern languages.

KINDERGARTEN TRAINING CLASS.

THIS class will re-open Wednesday, Oct. 3, 1894.
The full course extends through two years. The work is planned as follows:—

FIRST YEAR.

Study of the Child.—Elementary and applied Psychology.

Theory of Froebel's Gifts and Occupations.

Gift-work:—Illustrative exercises and original work, with the Gifts ordinarily used the first year in the Kindergarten. Form Study.

Occupations:—Color-work with brush and paper; blackboard-sketching and free-hand drawing; sewing; thread-laying; weaving; folding; parquetry; and clay-modelling.

Kindergarten Songs and Games.

Physical exercises planned with reference to Kindergarten games.

Morning-talks and Stories.

Music:—Color System, Vocal Lessons.

Educational reading. Morning Observation in Kindergartens.

SECOND YEAR.

Survey of History of Pedagogy.

Application of Pedagogic Principles.

Study of Froebel's "Mother Play," and "Education of Man."

Psychology in Teaching.

Gift-work:—Architectural building. Fifth and Sixth Gifts. Advanced work with Seventh Gift. Number Work.

Occupations:—Clay and card-board modelling, drawing, parquetry, and design.

Music:—Singing lessons.

Physical Exercises, and Games.

Stories:—Study of myths; fairy tales; stories of history, biography, and science; and original work.

Collection of stories in song and poetry.

Science-work adapted to use in the Kindergarten.

Methods of work for the connecting class and the primary room.

Round the year with the children. Illustrations of related work appropriate to different seasons.

Original programmes.

Observation and practice in Kindertartens.

The First-Year class will meet three times each week, on Monday and Friday afternoons at 2.30, and on Wednesday morning at 11.

The Second-Year class will meet Monday, Wednesday, and Thursday afternoons at 2.30.

The year's work ends in June.

A certificate will be given at the end of the first year, stating that the student has satisfactorily completed the work of one year; and the full diploma will be given at the end of the second year.

In some instances, students may be allowed to act as assistants in Kindertartens during the second year.

For the first year, the mornings are devoted to observation of the practical application of the system in public and private Kindertartens. Opportunity is afforded for observing the work in a free Kindergarten, carried on in connection with the class.

It will be possible for students with unusual equipment for the work to take a part of the advanced

course in addition to regular work of the first year, completing the course in one year.

Requirements for entrance are ability to sing, good health, a love for children, and a high-school education or its equivalent, and broad, general culture.

Applicants must furnish testimonials as to scholarship and moral character from the principal of the school last attended, or from some clergyman of their town, and must be at least eighteen years of age. Ability to play the piano is desirable.

Drawing, Music, Color, and Clay-modelling are taught by a special teacher; and other lessons and lectures are given by specialists, as the needs of the class require.

The charges are as follows:—

FIRST YEAR.

Tuition,	\$100.
Books and materials,	15.

SECOND YEAR.

Tuition,	\$75.
Books and materials,	5.

Special course, with work in both classes,	\$125.
Books and materials for this course,	20.

Students who can present a certificate for one year's work from another training-class will be admitted to the work of the second year.

The number of students in each class is limited.

In order to secure a place, application should be made before September, 1894, to

MISS LUCY WHEELLOCK,

593 Boylston St., Boston, Mass.

The following list of books is given from which students may select for reading and study preparatory to the course:—

EDUCATIONAL.

Rein's *Outlines of Pedagogics*; Richter's *Levana*; Quick's *Educational Reformers*; Browning's *Educational Theories*; Hailmann's *History of Pedagogy*; Compayré's *History of Pedagogy*; Painter's *History of Education*; Dr. Barnard's *Kindergarten and Child-Culture*; *The Child*, and *Reminiscences of Froebel*, by Baroness Marenholtz-Bülow; *Conscious Motherhood*, Emma Marwedel; *Lectures to Kindergartners*, Elizabeth P. Peabody; *Study of the Child*, Elizabeth Harrison; *Froebel and Education by Self-Activity*, H. Courthope Bowen; *The Kindergarten and the School*, by Four Workers; *The Kindergarten*, in the "Distaff Series;" Lange's *Apperception*.

ELEMENTARY SCIENCE.

Song of Life, Margaret Morley; *Nature Readers*, Julia McNair Wright; *How Plants Grow*, Gray; *Child's Book of Nature*, Hooker; *Glimpses at the Plant World*, Fannie Bergen; *Fairy Land of Science*, *Moral Teachings of Science*, and *Life and Her Children*, three books by Arabella Buckley; *Ethics of the Dust*, Ruskin; *Stories for Children*, Lucretia P. Hale; *Brooks and Brook Basins*, Frye; Geikie's *Lessons on Physical Geography*; Ruskin's *Stones of Venice*; *Madam How and Lady Why*, Charles Kingsley; *In the Child's World*, Emilie Poulsson; *Morning-Talks*, *Kindergarten Stories*, Sara Wiltse.

By special arrangement with the Trustees of the Boston Public Library, non-resident members of the Training Class are allowed to take from the library such books as are in the line of their school work.

EDUCATION OF GIRLS.

FOR more than thirty years the School was exclusively for boys; but in 1862 a few girls were admitted at the request of parents who wished their daughters to receive the same regular, systematic, and thorough education as their sons, and to be subject to the rules and discipline of a large school. They are now in every department, from the Kindergarten to the Post-graduate Class and the Kindergarten Training Class.

One great advantage for girls at Chauncy Hall may be found in the variety of courses of study.

The Classical Course fits for any college, in the same classes with boys intended for Harvard.

The Regular English Course gives a broad and thorough English education, with the addition of whatever languages may be desired.

This course includes some training in the details of business. Book-keeping is one of the regular studies.

Variations from these Regular Courses allow girls who are unable to follow a full course of study, either through delicate health or need of time for other things, to select such branches as seem best fitted for their strength and needs, and to pursue them under favorable

conditions. Such a selection often proves to be just what is wanted as a

Course for Graduates of High Schools, who wish to do advanced work in one or two special lines. In most studies, all the classes are open to such students at the same rates as for but one class. In French, for example, special students may have two or three daily recitations. Similar facilities are afforded for Algebra, Arithmetic, German, Latin, and other branches.

In **English Literature and Elocution** there is a full and very interesting course, and particular attention is paid to that most important matter, **English Composition**. Young ladies from eighteen to twenty years of age are often among the members of the Post-graduate Class mentioned on page 90.

For the arrangements for **Special Students**, see p. 67.

While special courses are often advisable for certain cases, it is better, when practicable, for little girls to begin with the Kindergarten or Primary, or even with the Grammar-School classes, and follow the whole course of school work.* A good foundation for later study is thus ensured, and more thorough scholarship may be expected.

Special attention is paid to these little girls in regard to health and studies, and the corps of teachers is so large that necessary assistance in the preparation of lessons can always be given. (See page 104.) By this means, the slow and the backward are enabled to do their best, while the quick may make as rapid progress as their physical powers allow.

* See pages 61-66.

The Primary Department is on the ground floor, and has sunshine throughout school hours, from windows on the east and south. The study room for the older girls is but one flight above this, and is in the same sunny corner.

All the girls are under careful **superintendence**, according to the system explained on page 10.

The girls in the High-School classes are under the charge of Miss Ladd, and those in the Grammar School are in charge of Miss Dabney. It is hoped that parents will take pains to comply with the request, on page 79, for full information of the mental and physical characteristics of their daughters whom they place here.

At the same hour that the boys go to the gymnasium for military drill, the girls go to the school hall, where, under a careful and experienced teacher of their own sex, they have a variety of **vocal and gymnastic exercises**. Ladies are invited to see these lessons Monday, Wednesday, and Friday, at 12.30 o'clock.

Among girls, as among boys, some of the best scholars take neither prizes nor diplomas, by reason of some variation from the regular school course. But in regard to those who do offer claims for medals, it should be noticed that the objections often so justly urged against a prize system, especially for girls, whose susceptible organization renders them peculiarly liable to over-stimulus in work and in feeling, are without weight here; because there is **no competition** for prizes given by the School (see page 119), and **health** is of the first importance in all the school arrangements (see pages 69-73).

The example of girls as pupils here keeps pace with the growth of the School in all good things. This is noticeably the case in regard to dress.

Dress.—The over-dressing of girls at school, in all parts of the country, particularly on exhibition days, has long been a source of anxiety to thoughtful educators and parents, and of severe comment by the press.

When girls began to take part in the annual exhibitions of this school, one of the most influential daily newspapers in Boston expressed the hope that the school which had done so much for the thorough training of boys would use its influence in behalf of the simple dressing of girls. This it has done very quietly and effectually, with the judicious coöperation of nearly all the mothers who have entered their daughters here.

Higher Education.—Girls who intend to take the course at any regular college have the great advantage of reciting in the same classes with boys *who are in the regular course of preparation for Harvard*, and of being under teachers who have successfully carried on such preparation for many years. Such students have been fitted here or are now fitting for Smith, Vassar, and Wellesley Colleges, Cornell and Boston Universities, the "Harvard Annex" (now Radcliffe College), and the Mass. Institute of Technology. Those who wish to make preparation for college are referred to page 44.

The courses of study at the Institute of Technology are open to all, without restriction of sex; and some of these courses are as well adapted to girls as to boys. For preparation for the Institute, see page 47.

For the Kindergarten Training Class, see page 53.

CHILDREN

FROM NINE TO TWELVE YEARS OF AGE,

SUFFICIENTLY ADVANCED TO ENTER

THE LOWEST CLASS IN THE GRAMMAR SCHOOL.

ATTENTION is particularly called to the fact that a child in this class is not put under the entire care of one person (who may or may not be suited to the disposition and temperament of the child) ; but every pupil receives instruction from *several men and women*, most of them of high education and long experience.

During the present year the class has had regular lessons every week from several different teachers, in addition to the drill-master for the boys, besides occasional contact with others in lectures and general exercises.

To give unity to this composite influence, and to ensure more minute acquaintance with the individual temperament and peculiarities of the children, the class is under the charge of a Superintendent, as explained on page 10.

Some teacher is always with them during preparation of their arithmetic lessons, and generally during their other study hours, to give proper assistance.

Sloyd (in wood) was introduced last year into the lower classes in the Grammar School.

The nucleus of the Seventh Class is the class promoted from the Primary Department; but it receives accessions from other schools and from families whose children have previously been taught at home.

Next to sanitary considerations, the strongest influence in bringing these little people here has been the care given to the needs of each one.

Pupils are not promoted from the Primary Department until very well grounded in Arithmetic, Reading, Writing, and Geography; and meanwhile, also, they have had systematic general exercises which have tended to their development in mental and physical vigor. Accordingly, it sometimes happens that young children coming here from schools where the standard for the Grammar-School grade is not so high cannot at once attempt to advantage the full work of the Seventh Class. For such children, the First Class in the Primary Department (see page 63) is an excellent place of preparation for the Upper School; but some parents prefer in such cases to have their children enter the Grammar School at once and remain two years there in the lowest class, according to the arrangement described on pages 32-33.

PRIMARY DEPARTMENT.
FOR YOUNG BOYS AND GIRLS.

SIXTY-SEVENTH YEAR, SEPT. 19, 1894.

Beginning a week later than the Upper Department, and closing, except for the First Class, a week earlier.



ARENTS are especially invited to examine the sunny corner-room on the ground floor, appropriated to the Primary Department, and to see the arrangements made for the physical, intellectual, and æsthetic needs of little children. It will be found that minute attention is given to the following things :

(a) **Care of the Body in**

1. The abundant supply of pure air, without opening a window in cold weather, even at recess time ;
2. The constant drawing off of impure air, at a heavy expense ;
3. Temperature that seldom varies over two degrees, except in summer [and in the warmest weather the house is remarkably cool, notwithstanding the next statement] ;
4. The dryness, not only of the school rooms but of the basement floor, since fire is kept *day and night throughout the year*, excepting only the first part of the summer vacation (see page 70) ;
5. Examination of the drainage and plumbing several times a year by a sanitary expert ;
6. Ample space ;
7. Seats whose backs were planned by high medical authority ;
8. No stairs ;
9. Carefully regulated light ;
10. Cleanliness ;
11. Sunshine.

So much for the physical nature, to enable the child to receive easily

(b) **Intellectual and Æsthetic Training through**

1. Cheerful and tasteful surroundings ;
2. Observation more than by memorizing ;
3. The beginning of German in a natural manner, while the vocal organs are flexible ;
4. A large corps of teachers.

Besides the head teacher and an assistant, there are special teachers in GERMAN and DRAWING.

Every branch in the advanced grades has its root in the Primary. The programme is so arranged that the child is led to express every new thought in a variety of ways,—by language, drawing, painting, paper work, clay modelling, or pasteboard modelling.

Science work is carried on largely by means of a club of pupils, known as the "Agassiz Club." All, from the oldest to the youngest, are active workers. In suitable weather, excursions are made to quarries in the vicinity, where the children collect minerals and observe veins, dikes, joints, etc. Succeeding every field lesson, exercises are given in comparing, classifying, and labelling the specimens obtained, the children making their own tests. While Mineralogy furnishes the largest field of work, Botany and Zoölogy each has a share.

A few of the older boys are allowed, as a privilege, to have Military Drill with the Grammar-School Department.

The hours are from 9 to 1.30, except for the youngest children, who are dismissed earlier than the others by an hour or more. For calendar, see pages 7, 8. For the occasional holidays mentioned in the note on page 7, a change of date is sometimes made for the Primary Department, of which due notice is given.

The children are under the personal supervision of the teacher during the half-hour recess periods as well as during school hours.

Lunch is taken in the large well-warmed gymnasium or in the school-room.

Monthly reports of lessons and conduct are sent to parents.

A room has been specially fitted up for the "Connecting Class."

Parents are cordially invited to see the actual work of the school during sessions. The house is open from 8 to 4; Saturdays, 9 to 1. Teachers and physicians are especially invited to call.

Many young children come to escape the damp basements, bad air, and open windows, from which they have previously suffered, though generally through no fault of their teachers, in the best of the public schools.

EXERCISES.

Oral Lessons in German; Natural Science; Reading; Spelling; Language Lessons; Arithmetic; Geography;	Penmanship; Drawing; Singing; Physical Exercises; Manual Training Exercises— Paper work, Painting, Clay modelling, Pasteboard modelling. Recitations of Poetry.
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For a sketch of what is done for CHILDREN FROM NINE TO TWELVE years of age, sufficiently advanced to enter the lowest class in the Grammar School, see page 61.

 TUITION FOR 1894-95.

Lower classes, \$88 a year; First Class, \$100. Payments due semi-annually, before November 1 and March 1.

To teachers and clergymen, a deduction of twenty-five per cent. on the whole year's bill is made from the payment for the second half-year.

Books and Stationery, two dollars a half-year, or any less time.

No pupil is received for less than a year, except that if vacancies occur after Nov. 15, pupils will be received for the remainder of the school year, and will pay only for such remaining portion; but their bills for this time must be paid within two weeks after entrance.

There is the same deduction for prolonged illness as in the Upper Department. See page 25.

When there are two or more pupils from one family in the Primary Department, and their full yearly bills are paid before Sept. 19, a discount of five per cent. will be made.

[For terms of Kindergarten, see page 67.]

 TEACHERS.

MISS FLORENCE E. SMITH, Principal.

MISS GRACE L. OTIS, Assistant.

MISS ALICE E. HOLDEN,
Drawing.

FRAÜLEIN HELENE C. MOTSCHMANN,
German.

For list of pupils for 1893-94, see page 39.

THE KINDERGARTEN.

“THE kindergarten is the alphabet of our whole manual training system, educating the head, the heart, and the hand. It quickens the perceptive powers of the little ones, teaching them to observe, to think, and to act. But there is a great moral uplift, as well, and just at the time when the child is most susceptible to every good impression.”

Such is the summary of Kindergarten work, given by the Chairman of the Boston School Board in one of his annual reports.

The benefit of the Kindergarten training is no longer a matter of question. The perfectly conducted Kindergarten speaks for itself in any community.

But the ideal Kindergarten must preserve the home atmosphere, and cherish the spontaneity of the child, respecting always his individuality.

Hence the number of children in any Kindergarten must not be too great.

The limit of sixteen has been fixed in the Chauncy-Hall Kindergarten. This number permits of the cultivation of the social feeling, which is so important a factor in moral development, and yet allows for the culture of the highest possibilities of the individual child.

Pupils are admitted only for the year, or, after November, for the fractional part of the year. In exceptional cases, a vacant seat may be taken for a shorter time, on the payment of three dollars a week.

The hours of the Kindergarten are from nine to twelve.

TUITION FOR 1894-95.

\$75.00, from Oct. 1, 1894, to June 8, 1895, payable Dec. 1. Pupils entering after November 30 may pay for the fractional part of the year.

MISS LUCY WHEELOCK, Director of the Kindergarten
and of the Kindergarten Training Class.

MISS GRACE A. WOOD, Kindergartner.

Some additional remarks on the work of the Kindergarten may be found on page 82.

[For the Kindergarten Training Class, see page 53.]

SPECIAL STUDENTS.

THE arrangement for special students is adapted to the wants of many young people who, for various reasons, cannot take the full school course; but it is especially valuable for

Young men and women who wish to pursue some favorite study; or who, from time spent in travel or from any other cause, have been hindered from acquiring proficiency in certain branches at the usual age;

Children whose health or attention to music allows only one or two hours of daily attendance.

Special students need be present only at recitation hours, so long as their deportment is faultless, if parents make written request for such arrangement.

But if any students wish to remain between recitation hours, they will not be allowed to loiter about the building or the drill hall, but must have a place assigned for study, and occupy it while they remain.

All special students come on condition that they are very careful in deportment. For any breach of discipline, they will not only remain till the hour of dismissal, but will be detained like regular pupils after the close of the session. They must bring notes for absence like other scholars; and, if they are late at a recitation, the instruction lost will not be made up.

They must take all the examinations of the classes with which they recite, under conditions stated on page 103, with the added requirement that, if examinations are not taken by them, such students' connection with the school must cease, while none of the tuition they have paid will be refunded. In the very rare cases where examinations might be undesirable, special arrangements may be made.

For rates of tuition, see page 26.

Valuable as these special courses are in exceptional cases, it would be better for the large majority of scholars who are of the ordinary age for school life to take one of the regular courses. For reasons showing how important it is for boys intended for business to have as broad a training as possible, see pages 41-43.

HEALTH.



SEE page 63 *about the care for health in the Primary Department; as those statements apply in substance to every part of the Upper Department.*

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there are reduced courses sufficiently flexible in their requirements to be adapted to delicate students of any age. (See pages 23, 32, 58, 67.)

A very large majority of the pupils are in excellent health. New scholars often enter by order of their family physician, and, in consequence of the precautions and watchfulness of the School in the ways mentioned in this chapter and the one following, they are generally able in a few weeks to do the full work of their class, without injury to health.

On page 107 it is mentioned that there is no class rank to cause excitement and worry.

On page 119 it is shown that pupils who care for prizes can win them by methods which are not competitive.

DRAINAGE.—The thorough manner in which the house was built is not considered a reason for trusting to probabilities; but the plumbing, drainage, etc., are examined several times a year by a sanitary expert.

VENTILATION.—Such ill success has attended the attempts to ventilate most public buildings that it has been almost doubted whether ventilation is a possible

thing. The question has been solved, however, by the expenditure of sufficient money, at the right stage of building, to construct proper apparatus, and by constant watchfulness afterwards. A visit to some of the rooms of the building, after several hours' occupancy, will be more convincing on this head than pages of description: and all interested in the subject are invited to put the ventilation to this test.

WARMTH.—The heating apparatus, also, does its work admirably; giving an equal and full supply of moderately heated fresh air in all parts of the building, and at all times of the session. In cold weather, the scholars do not have to wait an hour for the rooms to be warmed; but the thermometer is at 68° when school begins, and the temperature seldom varies over two degrees during the day. If by any accident the temperature of a room has not reached a healthful degree, such room is not used. One secret of success here is a sufficient outlay of both money and personal trouble. Without these, the present state of science cannot furnish comfortable heating or efficient ventilation.

DRYNESS is made certain by keeping the fires burning day and night, not only during term time, but through the vacations in cold weather and through the last three weeks of the summer vacation. In the warm weather, the heat passes through the seven ventilating shafts during the day; but at night the heat is turned into the building, so that dampness is unknown from the upper floor to the basement.

EYESIGHT AND POSITION.—The furniture was made on a new pattern expressly for the School, under the approval of several eminent physicians. It is believed to be free from tendency to cause spinal troubles, the

foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading, so that shoulders and eyes may be kept in proper position. In all the rooms, the light comes from the left or back during study hours; and not only are the walls so tinted as to prevent glare, but the different rooms have different tints, which afford rest to the eye in the hourly change of classes.

When there is any peculiarity about the eye requiring special care, it is well to bring written directions from an oculist.

Notwithstanding the interest aroused both in Europe and America in the investigations by Dr. B. JOY JEFFRIES in regard to color blindness, Chauncy Hall was the first private school to call upon him professionally for an examination of its pupils.

SUNSHINE.—In many large school-houses, some classes remain for several successive months in rooms where no sunshine can enter; but the classes here are so arranged that every pupil spends part of every day in a sunny room.

This change of rooms is also valuable in affording exercise and change in position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and by reciting to different teachers.

The experience of more than half a century may be worth something in considering the question of

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.—For the delicacy of health of many children to-day, one cause is often said to be “studying too hard” or “studying at home.” In the same connection it is

often alleged that in former times health was more robust. This is an open question when applied to the majority; but even if it were an established fact, it should not be forgotten that school requirements were formerly greater than now.

Forty years ago, school sessions occupied from thirty to thirty-three hours a week. All pupils who were looking for anything more than a narrow education studied out of school from two to three hours a day. Vacations were only five or six weeks in a year. But now the sessions at Chauncy Hall are twenty-five hours a week, of which two-and-a-half hours are spent in military drill or in gymnastics; there is a daily recess of half an hour; and the vacations have increased to thirteen weeks or more.

Further, European children are often mentioned as enjoying better health than Americans. Yet in the schools of France, Switzerland, and Germany, the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy or girl is not allowed to be out two or three nights a week till midnight, at parties or the theatre, or to sit up late at home, or to regulate food, clothing, or exercise by personal caprice.

Parents need not fear bad results of study in itself, if they will keep us informed of the appearance of their children at home, so that, in special cases, special adjustments of the School programme may be made.

The few cases of downright injury that have occurred were where *parents paid no attention to earnest warnings from the School* that their children were going too fast; but the majority of healthy scholars are less likely to suffer from over-study than from bad habits brought on by indolence. One of the most

thoughtful observers in the country, Prof. Wm. T. HARRIS, has said, "In five cases out of six, more likely in nine out of ten, there is more underwork than overwork." The career of many hundred pupils has been carefully watched, and it is found, as a rule, that the hard workers become healthy adults, whether their attention is turned to letters or to business.

GYMNASIUM.—The large and airy gymnasium of the Mass. Institute of Technology is open to Chauncy-Hall pupils in the afternoon and on Saturdays.

LUNCHEONS.—These still demand much more careful attention than they receive from some families.

Scholars who live near the school-house are encouraged to go home for lunch; many who live at a distance bring the best food possible under the circumstances, that which is put up at home under their mothers' supervision; others have a warm lunch or an early dinner at one of the hotels or cafés near the school; but the number who have nothing, or chiefly pastry worse than nothing, is large enough to cause grave anxiety.

It is of comparatively little use to reduce after-school detentions to the lowest point consistent with discipline and thoroughness, as mentioned on page 113, and to arrange for varied lessons, frequent changes of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

ATTENTION is called to the special care of the health of GIRLS (see pages 58, 59), and of LITTLE CHILDREN (see page 63).

SINGLE SESSIONS.

[The following statements appear in other parts of the Catalogue, but are brought together here as a convenient way of calling the attention of persons who fear the effect of single sessions.]

BESIDES the unusual care taken about ventilation, light, positions, luncheons, etc., as mentioned in the previous chapter, and about detentions on page 113, it has been a constant aim

TO OBVIATE THE EVILS OF A SINGLE SESSION.

Within the last few years many parents have recognized this effort, either in person or by letter; but as some are probably not acquainted with what is done, attention is called to the following arrangements. Any one of these taken alone may seem but a slight thing; but in the aggregate they so far remedy the defects that naturally pertain to a single session as to make it, so far as the members of this school are concerned, more desirable than two sessions.

Drill,

Military for the boys, gymnastic for the girls, affords admirable exercise. It is never put at the end of the day's work, and is usually at noon; so that the remainder of the session, instead of being a time of weariness and lassitude, is nearly as good as the earlier hours, since the scholars come back refreshed and invigorated.

*

Recess

Is half an hour long, thus allowing time not only for lunch but for some active game. Out-of-town scholars who get a warm dinner at a café are allowed extra time, so that they need not eat in a hurry.

As two-and-half hours a week are given to military drill or to gymnastics, recess and drill added together make five hours of school time each week which are free from study. In addition to the regular recess, an extra recess of fifteen to thirty minutes is often given to those scholars whose lessons are satisfactory. In most cases the scholars have

Change of Rooms every forty-five minutes.

This movement is a decided relief, particularly as it is not done in "tip-toeing silence," but in a natural manner. It also affords rest through the pictures, tinting, and fittings, in which each room differs from every other.

Lunch may be taken at home

By scholars living near the School, provided they bring written request from their parents, and make suitable arrangements with their Superintendent.

When it is desirable to lessen the number of study hours,

Children may remain two years in their present English Class (see page 32).

In some cases, this is for the purpose of paying extra attention to languages or to music; in others, on ac-

count of a delicacy of organization which will not admit of out-of-school study.

But as the large majority of scholars are doing the regular school work for which *daily home study is indispensable*, parents, particularly of those in the lower classes, are requested to notice that many hours assigned for class work, on the programme, are occupied with lessons on which no previous study has been spent. Among these exercises are drawing, penmanship, and singing; lectures on different subjects; oral instruction in natural science and in American history; gymnastics and military drill.

The abstracts of authors, in the upper classes, replace the literature lessons otherwise due on those days, so that the number of recitations is not increased. Parents are reminded also that

The Mathematical Course

is arranged to press very lightly on young pupils.

Many years ago, the School began to transfer some of the arithmetical work from the Grammar-School Classes to the High-School Classes, especially those subjects requiring reasoning. The change was slowly made, and the effect of the step was carefully noted. It was found that the younger pupils were relieved of much care and worry, and that, as they grew older and at last went into business, or entered college or the Mass. Institute of Technology, they were no less thoroughly prepared than they had been when arithmetic was carried farther in the lower classes.

Still, from time to time, the school has been blamed for not pushing young scholars faster in arithmetic. It is therefore with pleasure that attention is called to

the following extract from remarks made by General FRANCIS A. WALKER, President of the Massachusetts Institute of Technology, before the Boston School Board :

“Increasingly, within the last thirty, twenty, and ten years, new studies in great variety have been introduced into our school courses, some of which are better suited for the purpose of intellectual training than arithmetic itself.

“Reverting to the course of study in the primary and grammar schools of Boston, I do not hesitate to say that some of the new subjects of study, if properly pursued, will not only educate to an active exercise of the power of observation; will not only cultivate the power of generalization; will not only afford excellent practice of reasoning in general; but will serve to create the habit of continuous attention as well as, or even better than, mathematics. Certainly the attention given by a class of interested children in the study of natural history, under a good teacher, is far closer and much more truly educational than the attention given by pupils who are driven reluctantly through an arid waste of mathematics. I reach the conclusion, then, that not only the imperative demands upon the time of our pupils, but the character of the subjects of study, new to this age, justifies and requires that the study of arithmetic* be restricted to that amount which is needed to give facility and accuracy in ordinary arithmetical operations, with a view to the use to which this power is to be put, either in practical life or in subsequent and higher studies.”

* *i. e.*, in the primary and grammar schools.

INDIVIDUAL ATTENTION.

LETTERS of inquiry are often received in regard to the system of instruction.

Whether the following may be considered by all as "a system" or not, it has proved itself to be a way that makes thinkers and awakens a desire to seek further culture after leaving school. The only "system" which the School has may be put into these few lines:—

1. Care for the body, so that time may not be lost by headaches, weak eyes, and other ailments that are so often caused or increased by want of attention in school.

2. Taking pains to help parents in keeping their children pure in character and refined in manners.

3. Studying the mental peculiarities of each pupil so that the best training may be applied to each particular case.

4. Having teachers enough to attend to the needs of every pupil.

"Children are treated by a plan which implies that they are alike, but the assumption is not true. They are unlike, the differences among them are great; and when it comes to the processes of education, these differences are fundamental. Children differ widely in their mental faculties, in their capacity of apprehension and retention, in aptitude for different kinds of mental effort, in quickness of perception, in moral sensibility and power of self-restraint, in organic soundness and capability of endurance. To cultivate them all alike is to do violence to those peculiarities which make up the

individuality. They can neither be taught in the same way with the same results, nor plied with the same motives with equal effect, nor subjected to the same degree of strain without injurious consequences."—Editorial in *Popular Science Monthly*.

CO-OPERATION OF PARENTS.

Much pains is taken in regard to new comers to record all their peculiarities that can be learned from their parents. These notes are always a great help. But there are cases where the parents are undecided about sending, and no notes are taken. Subsequently the children enter, without our having any clew to their characters. If parents will *make sure* that the peculiarities of their children are understood here, we shall be able to give them much better aid in the education of their children than will otherwise be possible.

See pages 10, 59, 61.

Every father and mother, and every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the PRIVILEGES, REGULATIONS, etc., on pages 112–115.

SCHOOL PROGRAMME.

Soon after the opening of the school year, a printed Order of Exercises, telling, to a minute, the time of recitations, recesses, etc., is sent to each family, *for the use of the parents*, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also that they may not ask to have their children dismissed early on days when recitation comes during the last hour (see the first paragraph under "Privileges" on page 112), and may avoid recitation time when they

are obliged to call on their children during school hours merely on business.

LITTLE MISUNDERSTANDINGS.

Parents are invited to visit the School frequently, and to stay as long as possible. (See pp. 8, 81.) Their presence is not only a stimulus to their children, but it is a means by which little misunderstandings are cleared up. The number of misstatements about school matters, made by honest, well-meaning scholars, is something incredible to any one but an experienced teacher.

Parents are earnestly requested to inquire *at once* about anything that seems wrong in the management of the School. Any suggestions in regard to improvements will be gladly received, even if what is proposed should not seem expedient for adoption.

The Principals thank, most heartily, those parents who have promptly followed these requests. If every one will take the same course, the efficiency of the School will be much increased.

VISITORS.

Most private schools do not admit visitors, for fear of taking off the attention of the pupils. There is danger of such harm where visitors are rarely seen or where teachers stop a recitation to carry on conversation.

This School welcomes,—under the limitations mentioned below,—the parents and friends of the pupils, and any other persons who are interested in education. This invitation is especially extended to teachers, to whose influence the school is so deeply indebted.

The exercises are not in the slightest degree interrupted. The children learn in the Kindergarten and Primary to carry on their occupations in the presence of friends, without timidity, or self-consciousness, or nervous strain.

When they pass into other departments, they are more apt to preserve the frankness and simplicity of childhood than are other children who have not had such experience. They are comparatively free from awkwardness and bashfulness; and, with the constant attention given to good manners, they acquire a modest self-confidence that is a great help when they finally leave school.

Children whose early education had begun elsewhere often enter here for the express purpose of learning self-possession.

Only a very few visitors at a time are admitted to one room. They are respectfully requested to enter and leave rooms and to ask questions only at the interval between every two recitations.

THE "WEDNESDAY HALF-HOUR."

On Wednesday, from 10.45 to 11.15, there are no regular lessons; but the time is usually occupied by lectures, music, declamations, compositions, or other general exercises. This is an interesting time for visiting the School; as all the pupils may then generally be seen together, and the regular work may be inspected before or after the public hour. (See page 107.)

NATURAL SCIENCE.

RECOGNIZING the important place which Natural Science is taking in the most advanced systems of education, the School has every year added to its facilities for giving scientific training. The object is to train the powers of observation and to cultivate the spirit of inquiry, by means of specimens and experiment, so that the work done may be but a beginning of study to be carried on in after years. With this aim in view, no text books are used.

In the Kindergarten, the Morning Talks offer a means for presenting elementary lessons on plants and animals, by which the observing faculties are quickened, and the eyes of the children are opened to "the great, wide, wonderful, beautiful world."

The relationships between the plant and animal kingdoms are shown, and the use of each to man. Seeds are planted, and the growth of the plant is noticed in its different stages. The parts of the plant and their functions are noted, and the flower is studied with special reference to its use to the plant.

In the representation of the movements of birds, insects, and other animals, much information is gained incidentally, as to the habitat, mode of life, and characteristics of the dumb friends about us.

For the work in Natural Science which is a prominent feature of the Primary classes, see page 64.

In the Grammar School, experimental work has been done, involving simple principles of Physics and Chemistry. In the High School, more advanced experimental work in Physics and Chemistry has been done by the First and Second Classes, while the third Class has been studying Botany.

The College Class in Physics uses the experimental work prescribed for admission to Harvard College. Each scholar does the forty experiments which are required, and in addition formulates the laws himself from his own results. This necessitates very accurate manipulation and careful thought. The remaining work consists in solving a great variety of problems, given to illustrate the wide range of the principles they have deduced.

The College Chemistry class performs the list of experiments prescribed by Harvard College. The work is conducted on the same plan as that of the class in Physics.

ENGLISH.

THIS most important of all branches of school training receives close attention in its various divisions of talking, composition, oral reading, declamation, literature, and grammar ; but as each of these is of more or less aid to all the others, a gain of time and effort is found in a practical recognition of the natural interdependence of all knowledge and the art of suitable expression.

Accordingly, good English is required not only in the school exercises of every description, oral and written, but also in the conversations with the teachers, which the ways of the school allow to an unusual extent.

This constant watchfulness begins with the little boys and girls in the Kindergarten, and continues until the young men and women go out into life from the Latin or English High-School Department.

LITERATURE AND ORAL READING.

Constant endeavor is made to cultivate such taste for "books that are books" and to establish such habits of attentive reading as will last beyond the brief period of school. Long experience has shown that nothing will ensure this result but early beginning, enthusiasm both of teacher and pupil, individual work, and direct familiarity with the masterpieces of literature.

Acquaintance with the best authors begins in the primary classes. It is continued through the whole subsequent course, in two distinct ways, neither of which is enough without the other, but which, when used as complements to each other, almost always develop in the pupil a love for literature. Hundreds of graduates, after entering upon active business, have expressed gratitude for the aid which had been given them here in forming literary taste which had become an inestimable blessing to themselves and their families.

The two ways referred to above are: (1) *Literature in connection with oral reading*; (2) *Literature without oral reading*.

(1.) Literature with Oral Reading.

More than forty years ago, volumes of standard authors began to be read in this school in place of the "readers" then generally used. The change proved so satisfactory that it has been carried into almost every part of the school.

The Seventh and Sixth Classes have part of their reading lessons under the Senior Principal. The regular exercises are varied by selections made by themselves from standard authors, with suitable comment and information given by the teacher.

In this connection, the attention of parents is called to the ease with which young children can be led to enjoy Shakespeare. Not a minute's study is demanded of them, in or out-of school; but, at the weekly hours for voluntary reading, when the choice is left entirely with themselves, more than half of the members of the lowest grammar-school classes bring selections from the plays they understand. After comments and explanations by the

teacher, the children read the passages with appreciation; and they frequently show accuracy and simplicity that are incredible to persons who have never seen the experiment tried. A little encouragement from parents and teachers is generally all that is needed. If the child does not enjoy such reading after a few weeks, the effort can be postponed until another year. If the attempt is successful, the result is a "perpetual benediction."

In the Fifth Class, "School Days at Rugby," by Thomas Hughes, is used as a reading book. Its vivid description of English school life and customs, illustrated at Chauney Hall by photographs of Rugby itself, awakens in the pupils a lively interest. While this book is admirable for its high moral tone and its elocutionary capabilities, it does not afford sufficient literary training. This defect is remedied by having at least one lesson a week on selections from standard authors.

The Fourth Class studies Scott's Works, both in prose and poetry, Lamb's Tales from Shakspeare, and American authors.

In the Third Class, the regular class reading is partly from Scott's Works and partly from Lowell, Longfellow, Whittier, Holmes, Webster, and other American authors.

The Second Class uses Irving's Sketch Book and some of the authors required later for admission to college.

The First Class has most of its prepared oral reading in Shakespeare.

The passages assigned for reading are short in all classes; but the student is required to explain every word and sentence, to show contrasts in words of

similar meaning, to look up references and allusions to geography, history, and art, and to find the origin of quotations.

This preparation is tested at the beginning of each exercise; partly in writing, as a help to composition, and in part orally, to give confidence in ready sentence-making, while standing in public.

During the portion of the exercise that is given to reading aloud, the pupils are taught not merely to give general effects, but also to express every shade of the author's meaning in as simple and natural a manner as would be used in conversation.

One reason why so much reading is indistinct, or spiritless, or stilted, is that young people do not see the necessity of taking time for practising the suggestions made by their teachers. Another reason is that in most schools there are not teachers enough to give assistance.

In this school, abundant individual help is given in all classes, both in and out-of school hours, in leading the student to a clear understanding of the author, and in hearing rehearsals of the passages that are to be read aloud in class. This private assistance is a great help even to the keenest intellects and the best natural readers; while it is invaluable to those students who are not fond of literary studies, or who are faulty in articulation or in expression.

Besides the daily questionings, there are regular quarterly examinations to test both the elocutionary attainments and the literary knowledge of each pupil.

Forty years of close observation show excellent results in this welding together of the study of the meaning of standard authors with the study of the expression of that meaning.

The greater part of our graduates learn to read well; the industrious ones, very well; those who are gifted and industrious, exceedingly well. The poorest ones learn more than they can in any other way; for they hear enough reading that is positively good to have some standard by which to measure their own powers.

Of course, those pupils usually reach the best results who enter at a very early age and have ten or twelve years of constant care in regard to what they read and to the manner of reading; but quick-witted, ambitious scholars often come to us from schools where such care cannot be given, who, by taking advantage of their new privileges, become admirable readers.

The authors already mentioned furnish examples for practice in every kind of reading,

“From grave to gay, from lively to severe”;

from quiet description of what is gentle and lovely in Nature and Humanity, to lofty oratory and outbursts of passion. The experience gained at school in these widely different styles of reading is easily applied in later life to other similar pieces; so that, if a person who has had this training is suddenly called upon to read something not before seen, he will probably render it fairly well.

A person who attempts sight reading without having been taught in youth ever to read anything correctly is apt to make an appearance that is not creditable; because he has no standard that enables him to see his deficiencies. The skill acquired in youth can be applied to the reading of magazines by one's fireside, or of reports at business corporations, or of parts in literary societies, or of records of public transactions, or to any other papers for which reading aloud is needed.

This training in mingled literature and expression encourages observation, investigation, and thoroughness; it tends to cultivate the taste so that when school days are over, only the best books are wanted; and it assists in the acquisition of pleasing and refined elocution. But as this work does not introduce the pupil to a sufficiently broad range of authors or to a copious vocabulary, the lack is supplied by a very different kind of work, referred to on page 85 as

(2.) **Literature without Oral Reading.**

This begins in the lowest grammar-school classes, who are told those stories from Greek and Scandinavian mythologies in regard to which they are most likely to meet allusions in conversation or in reading. These stories are interspersed with explanations and illustrations, in the course of which the children learn many words that do not appear in the regular reading lessons. Great interest is manifested by the pupils; and their subsequent renderings of the stories, oral or written, show intelligent and accurate recollection.

Above these classes, the members of the grammar and high school departments read at home books which are assigned by the School, on one volume of which they are examined monthly. In these exercises, which are called "abstracts," the best results are obtained by a small amount of careful daily reading, in preference to the intermittent reading of larger portions. Preliminary talks are given about the author and his writings, and about the merits and style of the particular book assigned.

Most of the scholars are much interested in this home reading; but to prevent any excuse through

forgetfulness, the dates for abstracts are printed on page 28, and are also on the "Order of Studies" sent to each family, and on the cards that are furnished for the use of each scholar.

As the book is announced four weeks in advance, and as it is of a kind that can easily be obtained, no excuse is allowed on the plea of inability to get it. The assignments vary according to the age and ability of the class. In the course of six years they include Biographies (mostly American); Dramas; Essays; Histories (including Parkman's and Prescott's); Novels; Orations; Poems (including the Iliad or the Odyssey, and the Æneid); and Travels. The aggregate number of volumes is between sixty and seventy.

In the First Class, the main work is the preparatory course required for admission to Harvard in the current year. This is taken not only by pupils fitting for college or for the Massachusetts Institute of Technology, but also by all members of the English high-school department. Thus the latter pupils have the benefit of full preparation for college in the line of English Literature; while the different opinions and earnest discussions that are brought out in a large class in this particular study act as a stimulus to all.

For 1894-95, the course for entrance to Harvard is as follows:—Shakespeare's Merchant of Venice and Twelfth Night; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas; Longfellow's Evangeline; the Sir Roger de Coverley Papers in the Spectator; Macaulay's Essays on Milton and Addison; Webster's first Bunker Hill Oration; Irving's Sketch Book; Scott's Abbot.

In addition, there is a half year's general survey of English literature, to give some slight knowledge of authors that cannot be read for lack of time.

As members of the First Class usually read fairly well before reaching that class, they are able to practise sight-reading with benefit.

Another course in Literature is arranged when called for, especially to meet the needs of graduates of this school or of some other high school. Other special students frequently join this class, among whom are often young ladies of adult age. This course varies according to the wishes of the students; but it usually includes selections from the Bible, Emerson, Browning, Shelley, and the translations of the Greek tragedies.

Students who wish to pay particular attention to Literature can devote all their time to that subject, taking the entire reading of the most advanced classes with the addition of part of the work in less advanced classes.

COMPOSITION.

The little children begin written exercises as soon as they can write two words that make a sentence. They have daily practice in such work, in various ways and under different names, for years, until they are ready to meet without fear the formal "composition" that is so often the terror of school life.

Dates for the monthly compositions to be written at home are announced at the beginning of the school year (both in the catalogue and in the printed programmes); and the subjects are assigned to each class, from three to four weeks before the compositions become due.

The subjects are selected with great care and are adapted to the capacity of the respective classes. Those chosen for the younger pupils are subjects of

which they are certain to have some knowledge, so that their earlier work may be concentrated on gaining facility of expression. By this method they are able to write with sufficient success to be encouraged for future attempts. The older classes have a greater variety of subjects, many of which are connected with their lessons in literature or history, and call for an expression of individual thought.

These periodical home compositions represent but a very small part of the time given to this line of work. To promote readiness, pupils are called upon to write in school hours, without previous notice, on subjects with which they are acquainted.

Letter writing is an important feature of this general practice.

In addition to the periods set apart every week for criticism and assistance from the teachers, aid is given daily, before and after school.

For composition prize from the Thayer Association, see page 124.

Instruction in technical grammar is given so far as it is needed for understanding the parts of speech and for knowing whether sentences are correctly made.

DECLAMATION.

Declamation is a valuable help in learning English, as the pupils are encouraged to select pieces having literary merit; and as the School aims to have them prepare a selection for speaking in precisely the same manner that they prepare one for reading. The minor matter of gesture is, of course, another affair.

The beginning in declamation is made gently with the primary classes, with proper instruction. In all departments, everything possible is done to assist

in preparation, and to interest them in learning how to give the author's meaning. The whole instruction is based on two rules: "Understand the piece thoroughly; deliver it naturally."

The younger pupils have both rehearsals and final declamations in an ordinary class room by themselves; but as they advance in age and attainments, they are promoted to larger rooms with additional listeners.

A pupil who is very shy or nervous is allowed to declaim in private, until he has gained sufficient confidence to appear before his class; but it is seldom that this privilege has to be continued long.

The girls usually declaim by themselves. Otherwise they are under the same regulations in this study as boys, except that they are allowed a larger proportion of metrical recitations.

At each declamation, the "piece" to be spoken the next time must be shown to the teacher and its title recorded. No change is allowed without a week's approval by the teacher. This secures care in selection and tends to promote memorizing in good season.

Written notification of the dates when declamations are due is kept conspicuously posted in the school hall for several weeks in advance.

For the gold medal for Declamation, from the Class Association of 1885, see page 124.

LIBRARY FACILITIES.

By vote of the Trustees of the Boston Public Library, non-resident members of the First Class, the Post-graduate Class, and the Kindergarten Training Class have the privilege of taking from the Library such books as are in the line of their school work.

MILITARY DRILL.

Boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They may state their own cases and will be excused if necessary. The following are the only reasons accepted for permanent omission of Drill:—Conscientious scruples against bearing arms; permanent lameness; physician's certificate of inability; being over twenty-one years of age; being an alien, residing here temporarily; having been major not less than a year in some battalion of good standing. In addition to the above exceptions, boys who are taking the two years' course in the Seventh Class (see p. 62) may omit Drill the first year if the parents send request in writing; but, as every omission hinders their acquiring the proficiency which will be so valuable when a little older, it is hoped that very few parents will make such a request.

Every boy excused from Drill, and every girl excused from Gymnastics or Vocal Culture, either permanently or temporarily, will go at the drill hour to an appointed room, and pass the allotted time in study unless other duties are assigned.

Any scholar permanently excused, who is a candidate for a medal, must make special arrangements at the beginning of the calendar year.

Every boy must be furnished with a drill jacket and cap, and with a pair of military gloves, when assigned to a company. **The jacket and cap must be distinctly marked with the owner's name.**

THE question of the worth of military drill in schools still attracts public attention from time to time, now turning on its strictly military value as preparation for actual service, and now on its effects upon physical development.

But the standpoint of the schools is neither exclusively military nor exclusively hygienic. Considered as part of an educational course, the value of drill lies in its particular combination of physical and mental training, in conveniently practicable form, for which no substitute has thus far been offered.

Its discipline, so far as it goes, embodies the essential features of actual military service, which are concentrated attention, prompt and unquestioning obedience, alertness, and precision of movement.

The intrinsic educational value of such training was recognized by the Committee of Public Service of the Massachusetts Legislature several years ago, in the proposition recommended by them substantially as follows :—

To allow on civil service examinations a certain number of credits for such candidates as have served in the army, upon the reasonable theory that the discipline of military service is itself a kind of education which gives a man power and aptitude for usefulness in the civil service.

An issue of the *Boston Courier* thus closes a report of a meeting of the Suffolk District Medical Society, held for the discussion of this subject :—

“For convenience of execution, economy of detail, excellent moral effect upon the boys, acceptability to the participants, and relative freedom from danger, the school drill has proved itself a success, and seems destined to stay.”

In drill as in other matters, the aim of this school is to preserve the good features, and to eliminate those which are objectionable. In some schools, young boys have no doubt received more harm than benefit from drill, because they have used guns that were too heavy ; but the guns used in this school are of graded sizes, of which the kind allotted to the younger boys is but three-and-a-half pounds in weight.

The drill affords excellent but not violent exercise, at that time of day when the mind begins to grow weary with continued application. By its discipline, boys learn to walk erect, and to hold the head and

shoulders in the proper position at all times, and thus to breathe better. It counteracts the tendency to become round-shouldered and to walk with a languid gait, so often observed at the period of rapid growth, especially in close students. In suitable weather, it is sometimes held out-of-doors ; and the short walk or run from the school-house to the drill hall of the Mass. Institute of Technology is itself a benefit.

The officers of the battalion are boys who have risen to their respective positions by their gentlemanly manners, obedience to orders, power of command, practical knowledge of the duties of a soldier, and good knowledge of the tactics through the school of the battalion, tested by carefully prepared and difficult examinations.

The care taken in the selection of officers has brought them to such a degree of proficiency that they are capable of taking almost the entire charge of the drill. They are made responsible for the amount and quality of the work done, and meet the requirements of their position with great fidelity.

Privates of not less than a year's service, who are eligible by their proficiency in the manual of arms and their steadiness while on duty, are appointed to be corporals, after a written examination on the tactics. The corporals, by examination, are appointed to be sergeants, and are ranked according to their knowledge of the tactics and skill in its application.

All the sergeants except those appointed within three months are allowed to present themselves for written examination when there are vacancies to be filled among the commissioned officers ; and those most competent to fill the places are selected. In this way, a practical acquaintance with the duties of the lower grades and

a reasonable amount of theoretical knowledge are ensured in the case of each sergeant promoted; and the good results of this appear in the prompt and accurate execution of the military work. Whenever a position becomes vacant, there is some one, already partially trained, ready to fill it at once; and in this way much more can be accomplished than when it is necessary to instruct the entire body of officers afresh at the beginning of each year.

According to this competitive system, it sometimes happens that members of the First Class in school are out-ranked in the battalion by some members of lower classes, who have been unusually attentive to drill, or who by nature have special aptitude for it. The drill has been of service in developing this aptitude in some boys who had shown but little interest in books, by giving them an opportunity to excel in something. After such a boy's ambition has been thus stirred, and his manliness has been aroused by the responsibilities gladly assumed by him as an officer, a marked reaction on his character as a student often takes place.

Commissions are given at the annual Prize Drill to those officers only who have done a fair year's work in the High-School Department, and whose conduct has been satisfactory. For list of June 13, 1893, see page 118.

While only fair proficiency in scholarship is required for military promotions, *manners and habits are important elements* in deciding the position which an officer may take; and should he be so unfortunate as to be guilty of "conduct unbecoming an officer and a gentleman," such as is mentioned on page 119 as deserving a zero mark in conduct, he would be at once suspended from his office, and in all probability would be reduced to the ranks.

It is intended to have a corps of officers of such character and ability that teachers, scholars, parents, and graduates can speak of them with pride.

Chauncy Hall was the first school of any kind in Boston to introduce military drill into its regular programme.

The drill is a help to students intended for the Mass. Institute of Technology, as it often lightens their military work in that institution. Graduates from this school have been remarkably successful in the Institute battalion.

At the competitive drill held in the Mechanics' Building June 2, 1893, by a squad made up of sergeants, corporals, and privates, the three prize medals, of equal grade, were won by the following:

Sergeant ROBERT MILTON TENNEY, Co. A.

Sergeant THOMAS PENDLETON ROBINSON, Co. B.

Sergeant HOWARD CLAPP, Co. B.

The colors were adjudged for the coming year to

Company B (HENRY WALTER ALLEN, Captain).

The sergeant's silver medal from the Class of 1876 was awarded to HOWARD CLAPP.

The silver medal for bayonet drill, given by the class of 1890, was taken by Sergeant ROBERT MILTON TENNEY.

The battalion movements are under the charge of Major GEORGE H. BENYON, of the Fifth Regiment of Infantry, M. V. M.

The class in fencing is under the instruction of Monsieur LOUIS RONDELLE.

ROSTER
OF
Chauncy-Hall Battalion.
MAY, 1894.

Major, FRED H. TWOMBLY.

Adjutant, ERNEST S. HODGES.

Company A.

Capt. MAURICE G SOLLERS.

1st Lt. HOWARD CLAPP.

Company B.

Capt. CHARLES F. CHESSMAN.

1st Lt. THOMAS P. ROBINSON.

Sergeant Major, HERBERT L. SMITH.

1st Ser. ROBERT M. TENNEY.

2d Ser.

3d Ser. WILLIAM E. PATTEN.

1st Ser. MORTON C. MOTT-SMITH.

2d Ser. HENRY F. LOVERING.

3d Ser. GILBERT HODGES, JR.

REPORTS, EXAMINATIONS, ETC.

REPORTS of two kinds are furnished ; the one giving written examinations, and the other giving recitations.

REPORTS OF WRITTEN EXAMINATIONS.

Reports which contain the results of written examinations in all the studies pursued are sent home for all scholars, regular or special. By these it will be easy to see the proficiency of the scholar, not only in any particular branch of study but in his work as a whole. These reports are to be retained by the parents.

For parents who wish more minute information than is given in these reports of written examinations,

WEEKLY REPORTS

will be made *when requested*. Parents who wish for such reports will *send written word* which they choose of the two ways mentioned on the next page.

All claims for prizes given by the School are proved entirely or in part by the *weekly* reports, which must be brought in by the scholar at the end of the year, as explained in the chapter on "Medals," page 119.

These reports contain a record of *each separate lesson*. They are prepared with much labor, receive regular oversight and frequent comment, and are the chief means of communication with parents. It is

not claimed that every mark is precisely right. An idle but quick-witted pupil may get a higher mark than he deserves, while a classmate who has made faithful preparation may be confused in recitation and not do himself justice. But the average of a week's marks gives very nearly the results of study or negligence. Inability to learn readily, or neglect to use the ability, may be read in a series of low or moderate marks. A parent can decide, from his knowledge of home habits, to which cause the poor result is due. A series of unsatisfactory marks in deportment shows a disregard of good manners, and calls for parental warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that might be unpleasant for us to tell. If their general drift and tendency are noticed, and home habits of study are taken into consideration, it will not be difficult for parents to mete out appropriate comment or advice; but if pupils find that but little home attention is given to reports, remissness in school duties is more liable to appear.

If parents value weekly reports, the School is perfectly willing to be at the great trouble and the considerable expense required for their preparation; but it cannot be burdened with undue care for their return to the School.

Therefore, parents who wish for weekly reports will decide which they prefer of the following

TWO WAYS OF SENDING REPORTS.

First.—Reports to be *sent by mail*, in directed and stamped envelopes furnished by parents, *without any obligation of being returned to school*. Parents who prefer not to furnish such envelopes can have reports sent by mail for \$1.50 a year; this charge being not for reports, but for the extra expense and trouble caused by not sending by the scholars.

Second.—Reports to be sent home by the pupils, to be signed by the parents and returned to school during the following week.

An account of returned reports to be taken every Friday. If, in course of a half-year, five instances occur of neglect of any one pupil to bring a report during the school week when it is due, the weekly report for that pupil will stop at once on the fifth failure, and no more reports will be furnished for that half-year, except on a written order from the parents for reports to be sent by the *First Way*. Reports will then be sent by mail, and need not be returned to school.

The School records are to be the only authority in regard to issue or return of reports.

WRITTEN EXAMINATIONS

Give completeness, not only to the knowledge which the teacher has of the scholar's acquirements, but also to the scholar's knowledge of himself. They determine largely his fitness for promotion at the end of the year. For a teacher to rely entirely upon his own judgment in selecting individuals as capable of advancement to a higher class is both difficult and disagreeable; since errors may be made and personal motives suspected. Under such a mode of selection, some pupils might be retained in classes whose studies they were incapable of mastering, and would then be dragged along as dead weight, gaining but little benefit themselves and hindering the advancement of others. To keep any one in such a position is a false kindness, and is destructive of all solid scholarship or real advancement. Tests, suited to the average intellect and progress and judiciously applied, tell the scholar himself, as well as his friends, exactly where he stands; and, with common good sense, he will quickly acquiesce in their revelations and take a lower place, or will make a degree of effort that, at a subsequent examination, will enable him to gain the percentage required for promotion with his class.

ABSENCE FROM EXAMINATIONS.

In order to ensure punctual attendance, public notice of examinations is sometimes given three days in advance. When such notice is given, no excuse but illness is accepted for absence; and if an examination interferes with another exercise, the pupil must make arrangements with the teacher of such exercise, at least one day in advance, so that he can be present at the whole of the examination.

No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. A set cannot be used twice the same year, and only very rarely can it ever be used again. It is a severe tax on the teacher to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any reason except illness*, a special examination will be held for him, for which a fee of two dollars will be charged, as stated on page 25. This fee will go to the teacher who has the extra trouble.

When practicable, examinations are given without previous notice; as pupils are expected to hold themselves in readiness at all times to submit to written tests of their acquirements, without the opportunity to do special cramming for a special occasion,—a pernicious practice, which should be discouraged in every possible way. In such cases, of course no charge will be made to absentees.

Necessary as examinations are to the thoroughness of any school, they are apt to be attended by two evils; a striving for class rank, and a strain upon mind and

body from too many hours of examination in one day. But great care about hours is taken at this school, an examination coming, when practicable, at the regular time of the lesson; and there is no class rank.

Objections are sometimes made, nowadays, to all systems of marking or examination; but no substitute for these has yet been found which gives so readily to parents the information about their children which it is their right to have. A careful daily record of every scholar is kept here, which is open to the inspection of parents; and copies of this record are sent them weekly, when requested. (See "Reports," page 100.)

ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

In almost all classes in all schools, there are scholars who, either from slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. At Chauncy Hall, additional assistance can usually be given during school hours by some teacher; and similar aid can also be had out of school, morning or afternoon, from the teachers, who make specialties of their respective branches, and who will cheerfully give, for the asking, whatever time may be necessary.

Parents of such children can do them invaluable service by studying carefully their weekly reports, and by encouraging them to make the most of the opportunities which the School affords.

No easier road to thorough knowledge on any subject has been discovered than that of persistent and careful

labor. The teachers will do their utmost towards opening and smoothing the paths to learning; but the scholars must apply their own powers to advancing upon these and conquering the difficulties for themselves. Most of the teachers are at their posts until after three o'clock, several of them until after four, and it is very interesting on some afternoons to go through the rooms and see the variety of aid that is given.

One pupil is getting an explanation in Physics; another is getting a clearer idea of the subjunctive in Latin, or of a conditional sentence in Greek; the Book-keeper is finding why his trial balance is wrong; and the student in Modern Languages is learning how to correct for himself the faults in his last "theme"; but the largest number of workers is usually found in the Mathematical department, solving the next day's problem in Geometry, Arithmetic, or Algebra. Besides such pupils, the student ambitious for a part in the next winter's exhibition may be rehearsing his regular declamation: or another may be availing himself of extra help and criticism in his reading lesson in Shakespeare, Irving, or Scott.

Unfortunately, however, only a minority of the scholars avail themselves of the advantages so abundantly provided. There are pupils in school who sadly need help, but who never come for it; and we have been told repeatedly by parents who have sent children here for years that nothing had ever been mentioned at home about these afternoon arrangements.

The request, reiterated on page 114, is made here, that **parents generally refuse to help their children in mathematics.** When they are paying tuition bills at a private school they should be relieved of such a care. For most children in some studies, particularly in

Composition, Abstract of Authors, and Declamation (see page 114), parental care and oversight are necessary, and in these generally can be given without much fatigue; but the father who comes home tired from business cares, or the mother who is weary from her duties, finds it a great trial of patience to spend part of every evening in explaining arithmetic; and unless the parent has had professional training as a teacher, the aid may be of but temporary benefit.

HEEDLESS CHILDREN

Sometimes enter the school, who, either from natural carelessness or want of previous training, cannot, even with the best intentions, undertake at once, or even within the first year, the full work of the average scholar, and fall into the regular and careful habits which are so important for the best development. If so much is required of them at first, they may easily become irritable or discouraged. Such children can, usually, be led into good habits if, for a year or two, less than the average work is exacted of them, while what they are required to do is rigorously insisted upon. Gradually finding that they can do *something* as well as other scholars, they are encouraged to persevere and do more. Such a youth can often obtain a good education by remaining at school a year or two longer than the usual time; when he will be able to begin a business life not only with a good knowledge of some things, but with a general improvement in habits which will be of incalculable advantage.

For such pupils, at the beginning of their school life here, the two years' course is recommended which is described on page 32.

CLASS RANK.

Under the regulations about medals, on page 119, it will be seen that care is taken not to excite improper emulation. For the same reason, no use is made of class rank. The School demands, from each individual, work sufficiently hard to develop both mind and body; and at the same time, the order of lessons is so arranged that the different studies may relieve one another.

LECTURES.

"In the Wednesday half-hour" described on page 81, lectures are frequently given, sometimes by the teachers and sometimes by outside friends. A partial list for the current year is as follows:—

Lucy Stone, by Mrs. Emily A. Fifield; The Hawaiian Islands, by Prof. George H. Barton; The Snake Dance of the Moqui Indians, by Mr. J. Walter Fewkes; Mountains as Seen from the Sea, and The Hawaiian Islands, two lectures by Capt. Julius A. Palmer; School-boy Life Two Centuries ago, by Mr. George H. Martin; Paris During the Siege, by Mr. Henry P. Curtis; How to Study Art, by Mr. John Lyman Faxon; School Life in Armenia, by Mr. Ohannes Chatschumian; Reminiscences of the Civil War, by the Hon. Henry S. Washburn; Art processes in Engraving and Printing, by Mr. Fred Hovey Allen.

EXHIBITIONS

Have been held annually for more than sixty years. They give much pleasure to a very large majority of pupils and parents, and are managed with great care

to avoid the objections often justly made against such public exercises.

One of the objections to school exhibitions, as stated in print by a prominent physician, is that "the whole work of exhibitions and the preparations for them come at the end of the winter's labor and in the hottest weather," involving "extra strain." But the annual exhibition of this school always takes place but a few weeks after the Christmas holidays, when both the weather and the pupils' condition are most favorable. Nothing is obligatory on any pupil. The parts are all taken by volunteers. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and if he has taken unusual pains with elocution during the year he is allowed more than one part. During preparation, the regular work is interfered with as little as possible. If it is found that any pupil neglects at this time any of his usual studies, his part for Exhibition, if he has one, is taken away.

Should there happen to be parents who do not approve of exhibitions even in the way they are conducted here, they have only to forbid their children to apply for any part.

A circular giving full particulars about seats, tickets, and other matters on which information may be desired is sent in advance of each Exhibition, to every family connected with the School.

The programme of the last Exhibition is given on page 110. The list of medals and other prizes awarded on that day may be found on page 125. For requirements for these prizes, see page 119.

The first Exhibition of which there is any definite record was held at the school-house, on a very hot day in August, 1830. Of 1831 and 1832, there is no

mention. On Dec. 31, 1833, an Exhibition was held at the lecture-room of the Boston Athenæum, corner of Pearl and High Streets. At this Exhibition, the late Rev. Rufus Ellis gave the salutatory. In the *Life of Dr. Ellis* published by his son (on page 15 of that book), is printed a list of the boys who took part in that Exhibition. Friends of the School will be interested to look over this list and see how many of that Class became distinguished in science, literature, theology, medicine, commerce and manufactures. In August, 1834, there was a semi-annual Exhibition at the same place. Subsequently, for several years, the Exhibitions were held in the Federal-Street Theatre. When that theatre was removed, they took place in the Melodeon, near the Boston Theatre. Later, they were held in the hall of the Lowell Institute until 1856; then in Tremont Temple; and for about twenty years past, until last year, they have been given in Music Hall. For change in their management, see Report for Sixty-sixth year, page 14.

ORDER OF EXERCISES

AT THE

*Sixty-sixth Annual Exhibition of Chauncy-Hall School.
Held at the School House, Feb. 8, 1894.*

Numbers 5, 6, and 8 were taken by competitors for the Declamation Prize, explained on page 124.

1. RECITATION, CLAY COOPER BARTLETT.
Childe Mihu.—(From Roumanian Ballads collected by the Queen of Roumania.)
2. RECITATION, ERNEST STOCKBRIDGE HODGES.
The Legend of Ogrecastle.—(THOMAS DUNN ENGLISH, in *Harper's Magazine.*)
3. READING, by boys of the Second and Third Classes.
The Fall of Constantinople.—(LEW WALLACE, in "The Prince of India.")
K. Isburgh, E. R. Underwood, W. W. Roney,
P. F. Goodwin, J. Wirth, G. Hodges, Jr.
A. R. Webber, A. Lawson,
[Arranged in order from stage right.—Conducted by Capt. MAURICE GRIVOT SOLLERS.]
4. RECITATION, NATHANIEL DWIGHT RAND.
Washing Day.—(*Boston Evening Traveller.*)
5. RECITATION, BLANCHE EVERETT WARE.
A Song of Apollo; a Legend of Ancient Greece.—(LILLIE E. BARR, in *Harper's Young People.*)
6. RECITATION, ERNEST FRANK RUSS.
The Ballad of the Bonny Page.—(KATE PUTNAM OSGOOD, in *Wide Awake.*)
7. RECITATION, DAVID ABRAMS.
The Convict Women of Port Blair.—(LAURA E. RICHARDS, in *The Century Magazine.*)
8. DECLAMATION, MILES ELIJAH BROOKS.
Griffith's Reply to Harold.—(SIR EDWARD BULWER-LYTTON.)
9. READING, by girls of the High-School Department.
The Burning of Chicago.—(WILL M. CARLETON.)
Florence C. Woodward, Mina M. Woods, Ethel L. Fay,
Katharine A. Whiting, Martha A. Wyman, Blanche E. Ware,
Ella S. Paul, Phonie I. Derome, Florence G. Taylor,
Alice I. B. Roney.
[Arranged in order from stage right.]
10. RECITATION, FRED HENRY TWOMBLY.
The Fighting Parson.—(HENRY AMES BLOOD, in *The Century Magazine.*)

11. DECLAMATION, THOMAS JAMES SULLIVAN.

Abraham Lincoln.—(JAMES RUSSELL LOWELL.)

12. ORIGINAL STORY, by members of the Primary Department.

A Talk About Knives.

[Prepared by the class as one of their regular exercises.]

Helen T. Treadwell,	T. H. Johnson,	Alice Ladd,
Barbara Viles,	J. C. W. Mitchell,	T. E. Cunningham, Jr.,
Marguerite L. Treadwell,	R. Johnson, Jr.,	Emily E. Treadwell,
Amelia Ladd,	Hazel B. Hemman,	Ida T. Eastman,
W. M. Hunt,	Mabel M. Hunt,	Edith L. Bond,
Elisa M. Wirth,	Helen O. Reed,	W. B. McN. Rand.

13. RECITATION, EFFIE HEYWOOD.

Francis Parkman.—(OLIVER WENDELL HOLMES, in
The Atlantic Monthly.)

14. READING, by boys of the Extra and First Classes.

Coriolanus, Act III., Scene 3.—(SHAKESPEARE.)

T. J. Sullivan,	M. C. Mott-Smith,	F. H. Twombly,
E. F. Russ,	G. W. Mitchell,	E. S. Hodges,
R. M. Tenney,	P. W. Witherell,	M. E. Brooks,
T. P. Robinson,	M. G. Sollers,	G. W. Adams.

[Arranged in order from stage right.]

15. READING, MARY FRANCES BROOKS.

Mercy.—(SHAKESPEARE.)

16. RECITATION, KATHARINE ALDRICH WHITING.

The Little Princess.—(GERALDINE BUTTS.)

17. READING, by boys of the Grammar-School Department.

A Ride by Night.—(EDWARD W. THOMSON, in
Youth's Companion.)

H. H. Flagg,	S. P. Hinckley,	R. B. Main,
H. O. Litchfield,	S. H. Clapp,	L. K. Paul,
A. S. Marston,	G. E. Atkins,	P. P. Russ,
L. R. McKay,	B. K. Thorogood,	H. J. Murphy.

[Arranged in order from stage right.—Conducted by Capt. CHARLES
FRANCIS CHESSMAN.]

18. RECITATION, MAURICE GRIVOT SOLLERS.

Pennarby Mine.—(A. CONAN DOYLE, in the *Pall Mall Gazette.*)

19. RECITATION, by girls of the Fourth and Sixth Classes.

Pickles and Cake vs. Fruit and Bread.—(Adapted from
MARGARET JOHNSON.)

Marian B. Forbes,	Mary F. Brooks,	Ellen M. Huntington,
Ethel E. Atkins,	Katharine H. Webster,	Katie Maud Mann.

20. READING, by members of the Extra and First Classes.

From The Golden Legend.—(LONGFELLOW.)

Ethel L. Fay,	Martha A. Wyman,	E. F. Russ,
Alice I. B. Roney,	G. W. Adams,	M. G. Sollers,
Blanche E. Ware,	M. E. Brooks,	T. J. Sullivan,
Katharine A. Whiting,	E. S. Hodges,	F. H. Twombly.

21. DISTRIBUTION OF MEDALS.

EVERY FATHER AND MOTHER

And every other person who has the supervision of a scholar, is earnestly requested to make thorough acquaintance with these

Privileges, Regulations, and Things Forbidden,

FOR THE UPPER DEPARTMENT.

PRIVILEGES.

Dismissals During Sessions are occasionally allowed, *provided* that, if the scholar loses any lesson thereby, the parent is aware of such loss, and states this in the written or personal request for dismissal. See page 79. This recognizes the right of parents to the dismissal of a child when they please—unless it interferes with necessary school discipline—while it protects them from any attempt on the part of the child to use their indulgence as a screen for unacknowledged neglect of a lesson.

Visitors.—A scholar may leave a recitation to see a visitor, if such visitor be a *parent or guardian*. Besides this, messages brought by any authorized person will be delivered to the scholar by one of the Principals or by the Secretary.

Spelling May be Omitted for a specified time by the following classes of students, though it must be at once resumed if careless spelling appears in any written exercises:—

1. For the remainder of the school year, by those who pursue two languages, one of which is Latin or Greek, and who do not miss a word in spelling lessons nor in composition for ten consecutive weeks. If such perfect spelling is during the ten weeks at the end of the school year, the exercise may be omitted until the first of the following January. One hundred per cent. in examination will count the same as perfect lessons.

2. For the second half-year, by those who have not missed a word in the compositions of the first half-year, and who also have had at least ninety per cent. in the spelling examinations meanwhile.

Singing.—Change of voice or disease of the throat may be explained by the pupil *without a note from home*; and that pupil's attention to Vocal Music will be required only for such exercises as involve no risk.

Scholars' Grievances.—Any scholar who feels that he is unjustly treated by a teacher is not only allowed but is requested to write out the case in full, state the grievance, and hand it to the teacher who appears to be in fault. Such notes, when properly prepared, will always receive careful attention, whether the teacher feels authorized to change the decision or not.

But no scholar above the lowest two classes is allowed to *talk* with the teacher about such a case, unless the written statement has been previously made. It is hoped that the more intelligent members of the Sixth and Seventh classes will manage such matters in the way which works so well with the older scholars.

Afternoon Assistance.—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours.

Special Arrangements for Lunch will be made for any pupil who finds that the lunch time of any day is all occupied by extra recitations. Such case *must be immediately reported* to the Class Superintendent or to one of the Principals. For lunch taken at home, see page 75.

REGULATIONS.

Absence.—A note of excuse is required at the close of absence, and *previous* written or personal notice is respectfully requested when possible. If the scholar is a candidate for a medal, the reason for absence must be given (see page 120); if he is not a candidate, the parent's approval of the absence is, of course, sufficient, without stating the reason.

Tardiness.—Excuses are required for lateness the same as for absence, except for scholars regularly late. The latter must bring, *in the beginning*, a written statement of the reason for such regular lateness; and they will be held as accountable as other scholars for *each* lateness beyond the regular time allowed. Excuses for occasional lateness must state the parent's knowledge of any lesson lost by such lateness; otherwise, the lesson must be made up.

Withdrawal.—When a pupil is withdrawn from school either temporarily or permanently, a WRITTEN statement to that effect, from the parent or guardian, should be sent.

Hours.—The regular session is from 9 o'clock until 2. Special cases must be met by special arrangements. For reduction of hours in the Primary and Kindergarten departments, see pages 64, 67. The school-house is open from 8 to 4 o'clock, and usually to a later hour. On Saturdays, and generally on other holidays, some teacher is at the school-house from 9 to 1. See page 8.

Detentions.—Bad lessons and ordinary infractions of school rules may, at the discretion of the teacher, be settled by detention after regular school hours. Some detentions are unavoidable, but these can be so arranged as to cause little or no interference with dinner hours, as most faults can be settled in one of the following ways:—

- (a) By the pupil's returning to school in the afternoon, after dining at home.
- (b) By remaining on the next day after the fault, so that the pupil's family may meanwhile make such arrangement for his dinner as they deem most advisable.

(c) By remaining on the afternoon of the last school-day in the week, or by coming on Saturday morning.

Parents can make any one of the above arrangements by seeing one of the Principals or the Class Superintendent, or by sending *written* word.

If no such notice is received, it will be assumed that parents have made satisfactory arrangements about luncheons and dinners, and that they prefer to have all faults settled on the day they occur. And those exercises that come at long intervals, like

COMPOSITION, ABSTRACT OF AUTHORS, AND DECLAMATION,

must be settled, so far as is convenient for the teachers, *on the day when they fall due*. No ordinary excuse, like want of time, or not understanding the subject, or inability to find a book, will be accepted for non-preparation. Parents are earnestly requested to see that these three exercises are begun two weeks before they are due (see p. 28 for dates), and also to see that they are completed in season; but **in mathematics, home aid should seldom be given.**

All scholars having faults to settle in the afternoon will report themselves *immediately after dismissal*, and will remain steadily at such work and in such place as may be assigned to them.

Examinations.—When an examination of which notice has been given interferes with another exercise, the pupil must make arrangements with the teacher in that exercise, at least one day in advance, so that he can be present during the whole of the examination. No excuse but illness is accepted for absence from such examinations. See page 103.

Promotions.—Certificates of promotion in the regular departments below the First Class are publicly given at the close of the school year, to those students only who pass satisfactory examinations in every study pursued by their class, or offer for omissions the substitutions allowed under medal claims. See page 120. No pupil will be allowed to join a higher class if he has more than one “condition” not made up by September, or, as a general rule, if he has any “condition” in mathematics.

If a scholar shows a marked falling off in the last quarter, and this falling off is clearly due to wilful neglect (enough having been made on the previous examinations to allow a low mark on the last), public promotion is refused, and additional examinations may be required.

An average of sixty per cent. in each study is required for promotion.

The promotions in English branches and in languages are independent of each other, except in the college course.

Promotions are allowed also at *any time of year*, on satisfactory examinations, as an encouragement to pupils whose industry and health enable them to do the necessary work.

On Promotion Day, the compositions and declamations are voluntary exercises; but if a class is called out, every member who is present is expected to appear.

A zero mark in conduct during the year cuts off all mention of “honors” on Promotion Day. See page 119.

Military Drill.—See p. 94 for excuses, regulations, promotions, &c.

THINGS FORBIDDEN.

It is intended to have but few inflexible "rules," especially prohibitions, as it is preferred to rely, as far as possible, on the honor and courtesy of the pupils; still, the peculiar freedom and variety of the school arrangements, as well as the situation of the school building, demand certain restrictions for the best good of all concerned. To such rules as there are, pupils will be held strictly accountable. See page 119.

Leaving one's Assigned Seat without permission is not allowed. The frequent changes of classes from room to room make it so easy for a scholar to violate this rule that to take such advantage of unwatched liberty is all the greater breach of honor, and is treated as a grave offence.

Smoking is forbidden *at all times* in or about the school-house, the playgrounds, and the drill hall; during recess, no matter where the scholar may be; and also on the way to or from the school within five minutes' walk of the school-house.

Borrowing or Lending any Written Exercise is forbidden.

Throwing anything whatever within the school-house is forbidden.

Books not to be left at School.—No books, except those on Mathematics, should be left at school on the same day on which they are used there, but must be taken home, that they may be always ready for home study. If this rule is observed, the right books will always be at home; therefore absence can never be taken as an excuse for non-preparation of lessons, *so far as depends on having the books.*

Eating out-of-doors is not allowed on the north side of Boylston Street.

Games, including snow-balling and ball-playing, are allowed *only* in the school-yard.

Crossing the Curb-stone of Copley Square is forbidden, by request of the city authorities.

DIPLOMAS.

DIPLOMAS are awarded on Promotion Day to those students who are present in person to receive them.

No diploma is granted to a scholar who has had a zero mark in conduct during the year. See page 119.

A scholar whose record for the year shows frequent deficiencies, either in recitations or in conduct, may on that account be refused a diploma.

CLASSICAL DEPARTMENT.

Diplomas are awarded to those students who are thoroughly prepared to enter College, and who have attended satisfactorily to the General Exercises mentioned on page 28.

ENGLISH DEPARTMENT.

Diplomas are awarded to those students who have taken all the studies of their class, have passed the required examinations, and have attended satisfactorily to the General Exercises mentioned on page 28.

NOTE.—To accommodate regular pupils who remain two years in the First Class, part of the examinations for diplomas may be taken one year and the remainder the next.

SPECIAL COURSE.

A diploma may be awarded to a student whose studies have varied from the regular courses, but who has done an equivalent amount of work in such an elective course as may be approved by the School Management at the beginning of the final year.

KINDERGARTEN TRAINING CLASS.

For particulars as to this class, see page 53.

Students from other schools who wish for a diploma, of any kind, must not only be a full year in the Graduating Class and meet all the requirements, but must also pass the examinations of the previous year.

If these extra examinations can be taken in class, without interference, no charge will be made; but if done out of class, for any reason whatever, the teacher is to be paid at the time of examination. (See pages 25, 103.)

Certificates of proficiency in the required studies, from schools of good standing, will be accepted in place of an examination.

Non-attendance at Military Drill, for any one of the reasons stated on page 94, will be excused.

Occasionally, a pupil whose general average is very high is allowed to take a diploma by substituting some one very high mark for a mark which is slightly below the requirements.

A certificate of Honorable Mention is sometimes given to a pupil whose standing for the year is exceptionally good, but who fails to take a diploma through some technicality.

It will be seen that the diplomas are not obtained merely by remaining in school a certain number of years, or by going over a given number of subjects or pages. They are certificates of honorable conduct, faithful work, and good scholarship. The fact that generally only a minority of the graduating class receive diplomas is, in many cases, because some excellent scholars prefer special courses of study which do not meet the requirements for a diploma.

Following are the lists of diplomas and other certificates awarded in 1893:—

DIPLOMAS.

AWARDED JUNE 13, 1893.

HENRY WALTER ALLEN,
 JOSEPH EAYRS BARRY,
 CHARLES WALTER BRADLEE,
 GEORGE WARREN CRAVEN,
 ARTHUR VINTON CURTIS,
 LUCY CATHERINE DANIELL,
 LYMAN SAWIN HAPGOOD,
 AGNES RICHARDS HINMAN,
 EDITH CARLOTA JACKSON.

BLANCHE FRANCES KINGSLEY,
 GEORGE HERBERT MCCARTHY,
 RENATO AZEVETO MIRANDA,
 HERBERT HENRY PAGE,
 WALTER PAGE,
 HARRY FRANCIS SAWTELLE,
 WALLIS DUNLAP WALKER,
 BRUCE WYMAN.

DIPLOMAS,
AWARDED JUNE 14, 1893,
TO THE KINDERGARTEN TRAINING CLASS.

MATILDA WARD ADAMS,	SUE CLARKE KIMBALL,
HELEN LOUISE ARNOLD,	MARY BATES MANN,
CLARA BELLE BARNES,	GEORGIE WILLARD MCALLISTER,
GERTRUDE ISABEL BIGELOW,	GERTRUDE EMMELINE MOSELEY,
SARAH LILIAN BLAISDELL,	CELIA FRANCES MURRAY,
CARRIE BELLE BOARDMAN,	CAROL SISSON NYE,
GRACE BUTTERFIELD,	SUSIE CLAPP PATTEN,
MABEL ELMINA CANDEE,	MRS. SOPHIA RANDAL,
HELEN HARRIS CHENEY,	EDITH DE SMET RATSEY,
HELEN SPENCER CONLEY,	FANNIE LUCRETIA RICHARDSON,
LILLIAN EFFIE DAVISON,	MARY ELIZABETH SHUTE,
MARIE ANTOINETTE ESTABROOK,	LILLIE HUNTINGTON STONE,
ELIZABETH MARY FIELDEN,	GRACE CLIFTON STANIFORD,
BERTHA HORTENSE GAULT,	KATE WARNER STUDLEY,
MARY ANGELINE HAMILTON,	MARY FRANCES TOWLE,
MATTIE ELSIE HAZARD,	MARY HOWARD WAITE,
LUCIE LUELLA HILDRETH,	ANNA WHITEHOUSE,
LILIAN HOOPER,	LILLIAN ADELAIDE YOUNG.

MILITARY COMMISSIONS.

AWARDED JUNE 2, 1893 (at Prize Drill).

Major,—JOHN RUSSELL MACOMBER.

Adjutant—MAURICE GRIVOT SOLLERS.

Captains, { FRED HENRY TWOMBLY,
HENRY WALTER ALLEN.

First Lieutenants, { CHARLES WALTER BRADLEE,
WALLIS DUNLAP WALKER.

Second Lieutenants, { CHARLES FRANCIS CHESSMAN,
ERNEST STOCKBRIDGE HODGES.

MEDALS AND OTHER PRIZES.

It would be a great pleasure to the School managers if the long-established award of medals and other prizes by the School, at the annual public Exhibition (in the winter), could be determined by faithful effort alone; but the only practicable line must be drawn at actual record of attainments.

There is, however, no chance for improper emulation, since there is no limit to the number of prizes of the same grade. Recognition of the various forms of good work is shown in allowing claims for prizes to be based on either general work or special, and, in the Grammar-School department, on either examinations or recitations.

Each prize is simply a certificate that a prescribed amount of work has been accomplished in the previous calendar year, *and* that, in proof of this, the pupil has carefully kept and formally presented all his weekly reports for that year, accurate in every business detail required.

The persistent carefulness in business methods which a medal thus represents is often its best significance, especially in the case of scholars naturally heedless. Many pupils fail to take medals, from neglect in scholarship or in deportment, but from inexactness in complying with the medal conditions, or from not persevering for a whole year.

Certain prizes not given by the School are also awarded at the Annual Exhibition, or at Prize Drill, as explained in the latter part of this chapter.

GENERAL REQUIREMENTS FOR PRIZES.

Good Conduct.—*All prizes, regular and extra, are on condition that there is no zero mark for conduct.* The zero mark is given only for what is low or mean; such as falsehood, cheating, bullying, truancy, foul language or actions, deliberate or persistent disobedience or impertinence, &c.; in short, such conduct as on the second offence may cause expulsion.

Any candidate for a school prize must have been a member of the school for a full calendar year, and must have taken full regular work (except in the cases specified on page 123. See also page 94). He must produce all his weekly reports of the preceding year by Jan. 10, with a written statement of his claim. If an "Examination Claim" is made

(see page 121), both the weekly reports and the examination reports must be produced. If reports are lost, duplicates will be furnished, if applied for within six weeks after the date of the report desired. Each pupil is responsible for getting back and keeping his own reports.

Reports presented for Inspection, besides proving the scholarship and conduct necessary for the particular prize which is claimed, must show that the following details have been attended to throughout the year. All altered marks for absence, tardiness, or deportment, also all excused absences and excused lessons, must have against them the signature of one of the Principals or of the Class Superintendent; all altered recitation or examination marks must have the signature of the teacher who heard the lesson or of the Class Superintendent.

But unless these signatures are obtained within one week from the time the report is received, the mark must count as a deficiency.

Deficiencies are all marks less than 4 for lessons, deportment, or attendance, and all *unsigned* marks which require the signature of one of the Principals or of the Class Superintendent, as explained above.

In the First and Second Classes, 60 per cent. in Composition, Abstract, or Declamation will be counted as a deficiency.

Four deficiencies in Spelling are allowed for each grade of medal, *in addition to* the deficiencies specified under "Examination Claim" and "Recitation Claim."

Absences, where medals are concerned, will be excused only on account of illness, death of a near relative, attendance at church with one's family, marriage of a very near relative, attendance at the college graduation or class day of a brother or sister; and, in case of out-of-town pupils, a storm of such severity as to make attendance impossible.

Early Dismissals.—Caution is here given to medal candidates, about *losing any lesson by early dismissal*; as, even with parents' sanction for it, such absence from recitation will be considered a deficiency, unless it can be excused for one of the reasons specified under "Absences."

Reductions.—A pupil having many 4's, in lessons or in deportment, will receive a prize one grade lower than otherwise.

Allowances.—In the Grammar-School Department, a language will be accepted in place of any one English study except Arithmetic or the General Exercises; and also in the High-School Department if such language has been studied at least two years.

Satisfactory work in Latin allows the omission of English Grammar; in an additional language, allows the omission of Defining also.

REGULAR SCHOOL MEDALS.

Six grades of medals are awarded; three of gold and three of silver.

Gold medals are awarded only in the High-School Department.

The silver medals may be taken in either the High-School or the Grammar-School Department, and depend on the English branches only.

Two methods of obtaining a medal are allowed in the Grammar-School Department: namely, by **examinations** or by **recitations**, the first of which is the more satisfactory test of scholarship. The applicant must state by which method he reckons his claim. Reckoning partly on one claim and partly on the other will not be allowed. In the High-School Department, only the **examination claim** is allowed.

EXAMINATION CLAIM.

Candidates must have taken all the examinations of the classes to which they belong (see page 103), and medals are awarded on the averages of these examinations.

Examinations in Literature will include the course of out-of-school reading, as well as those authors regularly studied in class.

Averages Required.—The *first gold medal* is awarded (*a*) to those who pursue at least two foreign languages, and reach a general average of 90 per cent., with no mark below 60 per cent. Also, (*b*), to those who pursue one foreign language, and reach an average of 88 per cent. in each study;

The *second gold*, (*a*) to those who pursue one foreign language, and reach a general average of 84 per cent., with no mark below 60 per cent. Also, (*b*), to those who pursue English studies only, and reach an average of 88 per cent. in each study.

For the *third gold* and the *three silver medals*, the averages required in each study, in English only, are respectively:—80, 76, 72, 68.

For the *third gold medal*, or for the *first and second gold* under claim (*b*), the general average of the three branches of mathematics may be taken; but in such case 5 per cent. higher will be required. Defining and Reading may be counted together.

Deficiencies Allowed.—As the Examination Claim is not intended to encourage alternations of idleness and cramming, no pupil can take the *first gold*, if he has had more than 10 deficiencies; the *second*, if more than 15; the *third*, if more than 20; the *first silver*, if more than 25; the *second*, if more than 30; the *third*, if more than 35.

Unexcused absences will count one-half as many deficiencies as they cause lessons to be lost.

For Excellence in Special Departments, a *third gold medal* is awarded to a regular member of the First Class who does not take any other medal at the same exhibition, provided he has obtained the average percentage in that Department which is stated below, with no one of its studies falling below 70 per cent., and has at least 60 per cent. in every other Department:—

(1) Classical Department: Latin, Greek, and one Modern Language, 85 per cent. (2) Mathematics, three branches, 95 per cent. (3) Literature, 90 per cent., with an average of 90 per cent. in Composition and in Declamation.

This claim will be allowed once even if a gold medal has previously been taken in one of the usual modes.

In the Grammar-School Department, the *first silver medal* may be taken by a general average of 90 per cent. on all regular English studies, with no mark below 60 per cent.

This medal cannot be taken in this way by a scholar who has previously taken the same grade of medal by any form of claim; nor can it be taken twice in this way by the same scholar.

The same grade of medal may be taken two successive years under the Examination Claim, provided there is a gain of at least 10 per cent. on the lowest study of the previous year, and at least 1 per cent. on every other study. After these two years, a book prize of the same rank may be taken if there is an increase on every examination.

RECITATION CLAIM.

ALLOWED ONLY IN THE GRAMMAR-SCHOOL DEPARTMENT,
AND ONLY FOR SILVER MEDALS.

Deficiencies allowed are as follows, besides 4 deficiencies which are allowed in each grade for a foreign language.

For the *first silver medal*, 5; for *second silver*, 10; for *third silver*, 15.

A pupil who has fifteen excused absences during the year will, under the Recitation Claim, receive a medal one grade lower than otherwise; if he has twenty absences, even if they are excused, he can take a medal only under the Examination Claim.

Under the Recitation Claim, the same grade of medal cannot be taken twice. But an equivalent book prize may sometimes be taken, provided that no study falls below the record under which that grade of medal was previously obtained.

OTHER SCHOOL PRIZES,

Not covered by either of the two regular claims already explained.

Two Years' Course. A scholar who remains two years in a class, and whose work, so far as taken, comes up to the medal requirements, may

- a. For the first year have an appropriate *book prize*, and, for the second year, a *medal*, one grade lower than the sum of the two years' reports would give him; or
- b. He may make no claim the first year, and, at the close of the second, he may present his reports for the two years, proving that he has done one full year's work, and may receive the *regular medal* that certifies that he has accomplished that amount of work.

Special Students whose English studies are taken in the First Class, who have not less than six full studies besides Military Drill or Calisthenics and also one of the following three, Composition, or Declamation, or Spelling and Writing (counted together), may take a *third gold medal* by the Examination Claim, under the same conditions as regular scholars, except that 5 per cent. on each study more than for regular scholars will be required.

Special Prizes, usually books, are sometimes awarded to praiseworthy pupils who, from sickness or some other unavoidable cause, are not strictly entitled to medals.

Similar prizes may be given, also, for excellence in Penmanship, Drawing, Attendance, or other specialty, to pupils not entitled to the regular medal for "Excellence in Special Departments" (see page 122).

Candidates for special prizes must take all the regular studies of their class, unless unusual work on languages more than balances the omission of any English study.

For **Military Prizes**, see next page and also page 98; and for **Athletic Prizes**, see page 128.

Scholarship for long-continued Good Conduct.

A pupil whose eighth year in the Upper Department has been satisfactory in conduct, attendance, and scholarship may remain after that time without charge for English branches, so long as the same three conditions are fulfilled; and the tuition for languages will be only half the rates charged for special students. This privilege has been taken several times.

REGULAR MEDALS, NOT GIVEN BY THE SCHOOL.

No member of the school knows beforehand who it is that will receive any of the eight following prizes. But the prizes *awarded by the School*, which are unlimited in number, are freely announced, as soon as the applications for them have been carefully examined.

A Medal for English Composition, bronze, silver, or gold, may be awarded by a committee chosen by the Thayer Association from its own members.

The *Sergeant's Silver Medal* from the Class of 1876 is now awarded at Prize Drill, instead of Exhibition Day. See page 98.

A Gold Medal for Declamation is given by the Class Association of 1885; the award being determined in a large part by the year's average of regular work in that study, and in the remaining part by the success on Exhibition Day.

A Shakespeare Prize is given by past members, for proficiency in Shakespeare. The plays assigned have included those required for admission to college for the two years before and the two years after any Exhibition of Chauncey-Hall School at which this prize is awarded.

A Gold Medal for Mathematics is given by a few past members, for proficiency throughout the year. This is open to regular students in the High-School Department.

A Silver Medal for Bayonet or Sword Drill, at the Annual Exhibition or at Prize Drill, is given by the class of 1890. See page 98.

Conduct Prizes:—

a. A Gold Medal, founded in 1854 by the Chauncey-Hall Association, is given *by the Class of 1888* to the boy in the Upper Department who is considered by the boys among his school-mates to be the best boy. This is decided by ballot among the boys, and the result is not announced before the delivery of the medal.

b. A Gold Medal from the Class Association of 1887, corresponding to the "Best Boy" medal, is given to the Best Girl, the ballots for which are cast entirely by girls.

c. The Founder's Medal (silver) is similarly awarded to the best pupil in the Primary Department, from a bequest of the late GIDEON F. THAYER, the founder of Chauncey-Hall School.

MEDALS AND OTHER PRIZES FOR 1893.

AWARDED FEB. 8, 1894.

(I.)—Regular Medals given by the School.

Second Gold.

Fred Henry Twombly.

Third Gold.

Percy Warren Witherell.

First Silver.

Marian Bartlett Forbes.

Second Silver.

Laurie Raymond McKay.

Third Silver.

Mary Frances Brooks.

(II)—Special Prizes given by the School.

Book, Declamation.

Miles Elijah Brooks.

(III.)—Prizes given by Past Members ;

AND

The Founder's Medal.

Gold Medal, Thayer Association,

English Composition.

Katharine Aldrich Whiting.

Gold Medal, Class Association of 1885,

Declamation.

Ernest Frank Russ.

Gold Medal for Mathematics.

Henry Clifford Belcher.

PRIZES FOR CONDUCT.

(a) *Gold Medal, Class of 1888. (See page 124.)*

Ernest Frank Russ.

(b) *Gold Medal, Class Association of 1887.*

Katharine Aldrich Whiting.

(c) *Founder's Medal (Primary Department).*

Elisa Marie Wirth.

THE SOCIAL LIFE OF THE SCHOOL.

THE School is eminently a happy one, having but few discontented members. This condition is very gratifying because it has not been brought about by lax discipline or by toleration of idleness. One way in which this pleasant state of things is shown is in the formation, from time to time, of associations for entertainment. Some of the scholars who stand highest in Languages, in Mathematics, and in English Literature, and—what is still better—in character, are found among those who are most active in the different athletic sports and other amusements.

In different years, however, the number and the variety of these clubs change greatly.

Once each week, the whole school assembles for general exercises, which includes music, declamations and compositions, and brief lectures. (See pages 81 and 107.)

An extra recess is often given to those scholars who have perfect lessons, on condition that the time be spent in some active game.

At intervals, informal dances in the school hall are held on Friday afternoon, from three to half-past four o'clock, without eating or extra dressing, and with very little expense, if any. Some teacher is always present on these occasions.

After each of the last two Annual Exhibitions, an informal reception to past members was held in the school-house; and it met with so much favor that it will probably be an annual custom.

Some reminiscences of some of the earlier exhibitions may be found on page 109.

In the following lists, only those officers are mentioned who have been connected with the School during the present year.

CLASS ASSOCIATION OF 1893,

Officers for 1894.

President, ERNEST F. RUSS.

Vice-President, FRED H. TWOMBLY.

Secretary }
and } GEORGE W. ADAMS.
Treasurer, }

Poet, MILES E. BROOKS.

Historian, ROBERT M. TENNEY.

CLASS ASSOCIATION OF 1894,

President, MAURICE G. SOLLERS,

Vice-President, GEORGE E. TURNER.

Secretary, THOMAS J. SULLIVAN.

Treasurer, HOWARD CLAPP.

BASE BALL ASSOCIATION.

Captain, ERNEST F. RUSS.

Assistant Manager, ALLSTON SARGENT.

CHAUNCY-HALL ATHLETIC ASSOCIATION,

*Officers for 1893-94.**President, MR. JOHN F. SCULLY.**Vice-President, FRED H. TWOMBLY.**Secretary, ERNEST F. RUSS.**Treasurer, ALLSTON SARGENT.*

FOLLOWING is the list of the first prizes of the Fourth Annual Indoor Meeting of the Chauncy-Hall Athletic Association, held January 26, 1894.

CUPS AWARDED.

GIVEN BY THE ASSOCIATION.

*Putting 16lb. shot.—ERNEST F. RUSS.**Thirty-five yards dash.—ALLSTON SARGENT.**Rope climb.—ALLSTON SARGENT.**Thirty-five yards dash, for Juniors.—PERCY P. RUSS.**Running high jump.—ERNEST F. RUSS.**Hurdle race, thirty-five yards.—PAUL D. RUST.**Pole vault.—PAUL D. RUST.**Potato race.—DAVID ABRAMS.*

The Class Cup, to be held for a year, given by the School to the class scoring the greatest number of points at the meeting, was awarded to the CLASS OF 1893.

MR. CUSHING'S FAREWELL.

THE following pages appeared in the Catalogue of 1878-9, under the title of

A FEW LAST WORDS FROM THE SENIOR PRINCIPAL.

They have been reprinted, year after year, because they state so fully the principles on which the School was founded, and the way in which improvements have been introduced.

As my connection with Chauncy-Hall School, extending over half a century, is soon to close, I take advantage of the opportunity offered me in the pages of the Annual Catalogue to say a few farewell words to its friends and pupils. Having seen two generations of scholars grow up under my eye, having had the pleasure of taking part in conducting the education of many whose fathers I had taught in earlier years, and having noticed their subsequent progress and the positions that they attained in business and in society, perhaps I may fairly be allowed to express an opinion upon what is done for pupils in the School and the modes of doing it.

Planting itself upon what elements of good teaching existed in the best schools in the earlier part of the present century, Chauncy Hall has added to them whatever improvements in principles and practice approved themselves to its teachers, who have always been careful observers of all that has been done in the cause of education and taken an active part in the various movements for its advancement. It was not necessary to make a radical destruction of the methods of the day in order to found a new school. That has been tried among us in various instances, but never with any permanent success. **The surer and wiser system of taking what was good as a foundation, and gradually enlarging and building upon it,** has been pursued. It is a mistake to suppose, as seems sometimes to be assumed, that there were no good teachers nor thorough work in the schools of fifty years since. Very able men were engaged in them, who, with the small appliances and means at their command, wrought wonders; and in some respects we have hardly improved on them.

The great advantage that Chauncy Hall has enjoyed from the beginning was the introduction, as one of its corner stones, of The Division of Labor in Instruction, which, with a sufficient number of scholars, allows each teacher to give his whole mind to the work for which he is best fitted, unembarrassed by the numerous petty details of discipline and management. Under this system, satisfactory instruction has been given to *thousands* of pupils, imparting a more systematic, minute, and thorough education than could possibly be given without it, and enabling them to take honorable places in the ranks of business and professional life.

Fortunately, too, the founder of the School was one who believed in small things as well as great in education; in precision, accuracy, and finish, even in what are sometimes considered the humbler branches of Reading, Writing, and Spelling, as well as in Mathematics, Languages, &c.; and I can still see traces of his careful and conscientious work in our community.

Having found this system good, it has been elaborated. More departments now exist than at first, the teachers are well trained and enthusiastic in their work, and I know that it is their determination not to lower, in any point, the high standard that has been gradually set up, but, when time and opportunity is allowed them, to give a careful and finished education. No amount of skill and enthusiasm, however, on the part of the teachers alone, will produce the full result aimed at—a good education. Parents must cooperate and pupils must give their best efforts. Without these elements, the goodness of teaching and the opportunities of school avail little. The duties and engagements of the pupil while under instruction must be looked upon as of paramount importance, taking precedence of the claims of pleasure, fashion, or society. Only the most important and serious affairs should be allowed to interrupt the even tenor of school work. Unless the parent shows the respect for it that he does for his own business, it will be considered a subordinate affair by the child; unless a reasonable interest is taken in his progress at school, he will hardly exert himself to make any. Very much time is now assigned by the customs of the day to leisure, change, and recreation in the form of vacations. I have seen the yearly amount of them *doubled*, even *tripled*, since the commencement of my teaching—and the *daily* work made much shorter. What can be expected if the short school-year remaining is spent in a languid manner and subject to frequent interruptions? As the result of experience and observation and the best light to be obtained, I can assure parents that there is no danger to be apprehended from intellectual labor properly proportioned to age. Very few scholars are injured by their studies, and it is easy for one conversant with their habits to see many other causes more efficient than study in producing occasional invalidism. I am happy to say that a good working spirit now prevails in the School. Many are aiming at the goal of good scholarship, and see that, in the main, they must reach it by their own exertions; that their teachers can direct and aid them, but that they themselves must do the work. With this spirit of self-help almost anything may be accomplished; without it, very little.

The inculcation of the greater and the smaller morals and the formation of character and habits have always held a high place in the objects aimed at by the School. To impress upon the young mind the qualities going to make up the character of a Christian and gentleman has been considered a most legitimate part of its work. This has been accomplished not by formal lessons, but by improving opportunities as they rose; by words in season, showing that school-boy life, even, gives room for the practice of truth, honor, magnanimity, generosity, and all the high qualities that we admire in the hero or the patriot; by commenting on events as they occurred, illustrating these qualities or their opposites; and by reposing trust in good character as it is developed and understood, and assuming that such trust will not be betrayed. The moral standard of the School was early set high and has never been lowered; and what is

of almost equal importance, the *traditions* of the School, the unwritten code that is handed down from day to day and from class to class, have been largely in accordance with this standard. As an instance of this, the treatment of strangers and new classes may be mentioned; instead of having to run the gauntlet of persecution, as is only too common in educational institutions, they are received with cordiality and kindness, and older members vie with each other in inducting them gently and kindly into the ways and customs of the School. Among the *traditions* of Chauncy Hall, too, has always been the keeping up the forms of good breeding and politeness, now, alas, considered in some quarters rather old-fashioned and obsolete. They were highly valued and always practised by its founder, and carefully taught and insisted upon when necessary; and, having started right, example has handed them down from year to year, so that the observances of the School remain almost unchanged and often excite the notice and favorable comment of visitors and strangers.

This carefully devised system of instruction, the order, regularity, and fulness of the teaching, the watchful and earnest formation of character and habits, have not been fruitless of results. The graduates of the School can be found in all parts of the world, and usually in positions of respectability, honor, and profit; they allude to their school days with pleasure and gratitude for what was done for them, as being the corner stone of their success in life; they meet their old teachers with those feelings of kindness and respect that make the relation so agreeable and satisfactory to both parties.

In calling up in imagination the rows of youthful faces that have occupied the seats in our school-houses for so many successive years, and tracing the subsequent career of those who have been spared to reach manhood and maturity, I find that the hopeful feelings with which I viewed even their faults were not altogether unfounded. The good element in their characters, with what was done to improve them, has usually prevailed over their juvenile weaknesses and errors, and I offer this as an encouragement to hopeful and unfaltering efforts for the improvement and reclamation of the most perverse and reckless. The great majority will carry away what they need to become useful and successful in life, and reward the pains taken with the education of their earlier years.

* * * * *

I have passed an eminently happy life thus far in connection with the School, and do not wish the recollection of it to be alloyed by any disagreeable feelings of compulsion in leaving it arising from ill health or failing powers. I go at the present time with the more satisfaction, that I can leave it in the hands of one who has been my partner for nearly twenty years, and who is, together with his associates, fully imbued with its system, spirit, and traditions, and able and fully determined to carry it to the highest possible point of excellence and usefulness.

May I ask of parents to transfer to them the confidence, support, and kindness which I thankfully acknowledge to have received; and of pupils, to give them the obedience, respect, and regard which have helped to make my life so happy.

T. CUSHING.

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